

POSTER PRESENTATION

POSTER PRESENTATION SCHEDULE

July 8, 2008

11:00 – 12:00 PM

THEME 1 : CHILD DEVELOPMENT

No.	Presenter	Title
J13	Okuda Enji (Japan)	Genetic and Environmental Influences on Psychological Traits in Japanese Young Children
J14	Kumi Shindou Yamashita (Japan)	Effect of Insect Breeding Experience on Development of Biological Knowledge and Consideration for Other People In Japanese Kindergarten
K01	Suk Ran Choi (Korea)	Perception of Parents and Teachers on the Infants' Early Adjustment in Day Care Center
K07	Sung Dan Kang (Korea)	A Structural Model for Young Children's Self-Efficacy and Related Variables: Temperament, Self-Regulation and Parenting Efficacy
K12	Seung-Ok Kim (Korea)	A Study on Development of Emotional Knowledge Scale for Young Children
K20	Ha Won Lee (Korea)	Study on Korean Grammatical Morphemes of Ages 5-6 Korean-English Bilingual Speaking Children
K23	Kwiok Lee (Korea)	A Study on the Relationship between Parental Variables and Their Children's English Proficiency
K29	Minhee Kang (Korea)	What are Important Factors for Giftedness Development?
K31	Oh Kyung Nyeu (Korea)	The Effects of Gender Equality Story Book Activities on Young Children's Sex-role Stereotype Change
K37	Hana Song (Korea)	Age Differences in Children's Anger Expression and Control
K42	Young-Hee Noh (Korea)	Genres of Young Children's Spontaneous Writing
K45	Se Hee Jang (Korea)	The Effects of Verbalization on Representational Redescription in a Number Conservation Task
T11	Chih-Han Chiu (Taiwan)	A Primary Study of Children Language Creativity: Example of "Bragging Activity"
T14	Ching -Fen Chung (Taiwan)	Study on Prosocial Behaviors of Normal Young Children towards Special Young Children
T38	Chia-Ju Lin (Taiwan)	A Study of Young Children's Scientific Concepts and Problem-Solving Strategies in the Process of Constructing Marble Tracks
T45	Yueh Hsien Lin (Taiwan)	The Development of the Token Test for Chinese-Speaking Preschoolers
T66	Yen-Lin Lee (Taiwan)	The Relation between Young Children's Temperament and Their Perception of Food Choice

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THEME 2: CHILDHOOD TEACHER EDUCATION

No.	Presenter	Title
K08	Kim Ho (Korea)	The Effects of the Creativity Education on Improvement of Creative Thinking and Creative Personality of Pre-service Teachers
K22	Jung Soo Lee (Korea)	A Study on Teacher's Perceptual and Situation in the Free Play Activity of Nursery School
K52	Shin Eunsoo (Korea)	The Analysis of Effects of Teacher Intervention during Kindergarten Free Play Period by Teacher' Career
T01	Chiao-Wen Chan (Taiwan)	A Study of Teacher Cultivation on the Perspective of Kindergartens and Nursery Schools Integration Strategy
T02	Pei-Ling Chang (Taiwan)	Exploring Study on the Kindergarten Teachers In-service Training— from the Viewpoint of Teachers' Professional Development —In Taichung City ,Taiwan
T05	Shu Chuan Chen (Taiwan)	A Study on Enhancing Early Childhood Education Prospective Teachers' Professional Competence with Case Method
T10	Yu-Jun Chen (Taiwan)	Teachers' Beliefs and Practices in Emergent Literacy Instruction
T17	Chung-Yu Hsu (Taiwan)	The Study on Promoting Teachers' Discussion Efficiency to Help Children Learn Better
T23	Pei-Tsen Huang (Taiwan)	'Do You Know How to Collect Materials?' –An Analysis of Teachers' Use of Information Network for Thematic Curriculum Design
T31	Chun Hui Lee (Taiwan)	From Wassermann's Viewpoint What are the Preschool Teacher's Choosing Dilemmas
T33	Shu-Hui Lee (Taiwan)	The Study of Female Early Childhood Education Directors' Predicament
T44	Yu-Wei Lin (Taiwan)	A Study on the Professional Development of Teachers Who Write Teaching Cases for Early Childhood Education
T52	Hsueh-Yin Ting (Taiwan)	The Leaderships of Middle Managers in a Public Kindergarten: A Case Study
T54	Hsiao Ling Tsai (Taiwan)	On Becoming a "Teacher": Three Childhood Teachers reflect on Their Lives
T56	Yi-Yun Wang (Taiwan)	A Study on Teacher's Curricular Consciousness in the Process of Curriculum Change
T63	Xiao Ling Xu (Taiwan)	Apply Donald Alan Schn's "Reflection in Action" Theory to Early Childhood Teachers' Reflection on Teaching
T67	Yu-Chi Yu (Taiwan)	The Perceptions of Early Childhood Care Providers toward Profession of Early Childhood Care: A Case Study in South Taiwan

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No.	Presenter	Title
T68	Jing-Jiuan Lin (Taiwan)	Early Childhood Educator's Professional Development: A Study of an Outstanding Early Childhood Educator
T74	Chia-Jung Shih (Taiwan)	The Studies of Evaluating Children's Performance
T76	Wen-Chiao Lo (Taiwan)	The Study of the Sensory Education of Montessori Method

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THEME 3: MULTICULTURAL/CROSS-CULTURAL PERSPECTIVES

No.	Presenter	Title
H06	Grace Choy (Hong Kong)	Cross-cultural Study of Children's Understanding of Emotional Dissemblance: Comparison of Chinese and Australian Children
J19	Yanfeng Xu (Japan)	Mothers' Beliefs towards Motherhood and Their Parenting Feelings in Japan and China
J25	Manabu Sumida (Japan)	Cultural Fusion of Japanese View of Nature and Western View of Nature in Early Childhood Education in Japan
T37	Ling-Ya Liao (Taiwan)	Using Multicultural Picture Books in Kindergarten
T50	Shu-Jen Ma (Taiwan)	The Star in the Dark: A Case Study about Language Development and Drawing of a "New Taiwan's Child" through Storybook Reading
T73	Chun-Wen Lin (Taiwan)	Teaching Strategy for Indigenous Children's Motivation toward Science: Taking an Sociocultural Learning Theory Perspective

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THEME 4: MULTI-DISCIPLINARY PERSPECTIVES/CROSS-DISCIPLINARY COLLABORATIONS		
No.	Presenter	Title
K49	Hong-Ju Jun (Korea)	Children of Immigrants in Korea: Parent and Teacher Beliefs on Language Education
T30	Cheng-Pin Lai (Taiwan)	Southeast Asian Immigrant Mother as a Multicultural Para Educator
T45	Yueh-Hsien Lin (Taiwan)	Effect of Classroom-Based Facilitated Communication Training Using Gestures on Communication Skills of Children with Language Disorders
T48	Janice Chialing Liu (Taiwan)	The Application of Children's Books in Speech-Language Therapy

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THEME 5: FAMILY-SCHOOL CO-PARTNERSHIPS		
No.	Presenter	Title
J16	Toshimoto Shuto (Japan)	Current Situations of Paternal Child-rearing and Efforts in Supporting Father-child Relationships in Japan
T16	Su-Chin Ho (Taiwan)	Children, the More Frustration You Get the More Brave You will Become—Discussing How parents Help Their Children Improve the Tolerance of Frustration
T71	Yuchieh Lee (Taiwan)	Interaction and Response that the Grandparent-Child Reading the Picture Book are Studied

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

No.	Presenter	Title
J05	Sachiko Kitano (Japan)	What are Children Learning Through Free Play Activities? ; Gathering Data to Design Preschool to Elementary School Transition Program
J23	Mayumi Mimura (Japan)	Singing Abilities of Preschool and Elementary School Children: Assessment of the Vocal Pitch Matching Abilities
K04	Hae-Ik Hwang (Korea)	The Comparison of Korean Kindergarten Curriculums between Former and Current Revision Focused on Eco-Early Childhood Education
K05	Hyun Ok Lee (Korea)	The Development of Wood-Working Programs for Children
K13	Sohyang Kim (Korea)	A Qualitative Study on Children's Game Mind and Teacher's Role in Children-Initiated Game based on literature
K36	Mi-Yeon Sim (Korea)	A Study of the Educational Process Management of the Integration of Space of the Cooperative Child-care Center
K43	Wonkyung Seo (Korea)	Cooking Activities for Three-year-olds in Classroom
K44	He-Woen Sim (Korea)	A Brain-Based Program for Children to Enhance Learning Abilities in Attention : Using the Special Workbook
K51	Hyun Ah Seo (Korea)	The Actual Condition of Application of Reggio Emilia Approach to Early Childhood Education and the Teacher's Recognition on the In-service Education of Reggio Emilia Approach
K51	Hyun Ah Seo (Korea)	Young Children in "Nature" as a Classroom: Revisited
K51	Hyun Ah Seo (Korea)	A Study on Early Childhood Economy Education Using Picture Books
T02	Pei-Ling Chang (Taiwan)	How the Kindergarten Teachers Instruct Science and the Predicament Arise from Teaching
T18	Meng-Chin Hsu (Taiwan)	A Case Study of Strategies and Difficulties on Two Nursery School Directors' Curriculum Leadership
T21	Huai-te Huang (Taiwan)	The Investigation on Teaching Strategies to Language Disorder Autism Children
T24	Wanyin Huang (Taiwan)	The Utilization of Montessori Teaching Aids in Preschools which didn't Adopt Montessori Method in Taiwan
T39	Chiao-Jou Lin (Taiwan)	An Investigation on Early Childhood Teacher's Teaching Approach from the Viewpoint of "Brickbuilders Approach"
T42	Wan-Chi Lin (Taiwan)	Literacy Modularized Innovative Teaching for Young Children
T47	Hsueh-Jung Liu (Taiwan)	Taiwan Kindergarten and Second Grade Teachers' Knowledge, Dispositions, and use of Integrated Curriculum

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T48	Janice Chialing Liu (Taiwan)	The Study of Children's Books Reading with Guidance Improving the Language Ability of Learning Developmental Delay Children in Aboriginal Areas
T57	Lee-Ching Wei (Taiwan)	The Link Gesture and Voice in Young Children's Musical Creativity
T71	Yuchich Lee (Taiwan)	Children's Creating Drama Activity is used in Course Teaching

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THEME 7: TRENDS AND ISSUES IN INCLUSIVE EDUCATION		
No.	Presenter	Title
K15	Young Shim Kim (Korea)	Perceptions and Practices of Early Childhood Supplementary Educations in Korea
K26	Sang Hwa Lee (Korea)	A Qualitative Study on Adaptive Behaviors for Young Children with Disabilities
T09	Ying-Chin Chen (Taiwan)	Behavior Reduction Procedures for Children with Special Needs
T49	Wei-Ping Liu (Taiwan)	A Study on the Barrier-free Environment of the Preschools in Taiwan
T61	Shan-Chun Wu (Taiwan)	Special Education in Preschool- Where is Flower Fairy-1? - Example of Students' In-Service Program of a Private School in Tao-Yuan County

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THEME 8: ETHICS AND VALUES OF EARLY CHILDHOOD EDUCATION		
No.	Presenter	Title
K27	Lee Yong Ja (Korea)	The Meaning of Children's Role in 'Arirang', a Mass Game of North Korea
T36	Fang Ru Liao (Taiwan)	Examining the Relationship between Parental Reading Habits and Preschoolers' Literacy Behavior
T54	Hsiao Ling Tsai (Taiwan)	The Courage to Teach: Reflections on Teachers Educational Values
T64	Chih-Hung Yang (Taiwan)	Early Childhood Day-Care Profession: The Perspectives of Day-Care Providers

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THEME 9: EDUCATIONAL MEDIA

No.	Presenter	Title
T48	Janice Chialing Liu (Taiwan)	A Study of Computer Assisted Instruction in Acceptance and Attitude toward Classical Music in Taiwan - Second Graders as an Example
T62	Yi-Ching Wu (Taiwan)	A Young Child and An Adult Interpret the Humorous Animation Information of The Pink Panther

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THEME 10: POLICY ISSUES

No.	Presenter	Title
J04	Misako Kawamata (Japan)	Why do Japanese Kindergarten Teachers Quit Their Careers so Early? A Study on the Life Course of Kindergarten Teachers
KK3	Mugyeong Moon (Korea)	A Review of Research on Young Children of Multicultural Families in Korea

J13

GENETIC AND ENVIRONMENTAL INFLUENCES ON
PSYCHOLOGICAL TRAITS IN JAPANESE YOUNG CHILDREN

Okuda Enji

Shiga University

Japan

Abstract

Before investigating any environmental factors that affect the development of psychological traits, it is necessary to estimate the heritability of these traits. Concerning genetic effects on people's behavioral characteristics, the top-down approach has been employed, in which estimation is based on phenotypes (Bouchard et al, 1997). This study was to assess the relative contribution of genes and environment to individual differences in psychological traits in young children samples of Japanese twins.

Methods :

Subjects: subjects were 90 monozygotic twin (MZ) and 64 dizygotic twin (DZ) pairs from 3 to 6 years of age. The zygosity of the twins was determined from the questionnaire by mothers of the twins. The accuracy of this diagnosis is over 90% (Ooki et al.,1991).

Measures: The ratings of subjects' psychological traits were investigated via mother report questionnaires.

Statistical analysis: A genetic model for twins data was applied using structural equation modelling. The model represented additive genetic effects (A), common environmental effects (C), and specific environmental effects (E) on phenotypes of psychological traits.

Results and Conclusions

Behavioral genetics analysis suggested a small genetic influence to psychological traits during childhood. Individual differences in psychological traits were largely accounted for by specific environmental factors.

References

Bouchard, C., Malina, R. M. and Perusse, L.(1997). Genetics of Fitness and Physical Performance. *Human Kinetics*.

Ooki, S., Yamada, I. And Asaka, A. (1991). Zygosity diagnosis of twins by questionnaire for twin's mothers. *The Journal of Child Health*. 50(1): 71-76. (in Japanese)

J14

EFFECT OF INSECT BREEDING EXPERIENCE ON DEVELOPMENT
OF BIOLOGICAL KNOWLEDGE AND CONSIDERATION
FOR OTHER PEOPLE IN JAPANESE KINDERGARTEN

Kumi Shindou Yamashita

Toyo Eiwa University

Toshimoto Shuto

Saitama University

Japan

Abstract

More than 80 percent of Japanese kindergartens/nursery schools are breeding living things. This is because such effects as acquiring biological knowledge, learning the importance of life, and being sympathetic to others can be expected as shown by past research in Japan and the USA. The problem area of these researches, when viewed from its effect on social development, breeding experience and effects were measured with animals such as mammals and birds, and the methods of research were by questionnaire surveys to teachers. However, in our investigation we used insects which do not cost much, which cause less allergy problems and which are most commonly bred at kindergartens in Japan in summer since children like insects. In Japan because there is an old proverb, "Even a small insect has a complete soul." perhaps people feel closeness to insects than people in other countries. Hereupon, an interview survey was conducted on 100 children 5 to 6 years in age, 30 with insect raising experience and 70 without experience to make a comparison of the groups. The group with insect raising experience not only displayed biological knowledge, but also the feeling that life is important and that the feeling of consideration for other people was intensified. The group without insect raising experience was further divided into two groups for 40 days and one group was given experience while the other did not receive any experience. The group that received experience displayed similar results. In other words, insects even have the effect of contributing to the social development of children. The above results were considered from the point of view of interaction of effects of the insect-breeding itself and the support of adults.

K01

PERCEPTION OF PARENTS AND TEACHERS ON THE
INFANTS' EARLY ADJUSTMENT IN DAY CARE CENTER.

Suk Ran Choi

Sun Hwa Park

Seoul Women's University

Korea

Abstract

Young children's lives are more complex now than at any time in our history. More children are going to early childhood programs earlier than ever before. Moving from home to one of early care centers involves adjustments not only for young children but also for parents and teachers.

This study focused on the perception of the parents and teachers with the infants who are starting the day care center for the first time. The major objectives of this pilot project were (1) to figure out the perception and daily experience of parents and teachers to the issues involved in early adjustments of infants, (2) to describe how children adjust to new programs or classes, (3) to collect the related data using a qualitative approach. To gather the in-depth understanding of the experience of parents and teachers about the infants adjustment in centers, interviews, daily-calls, and e-mails were used during April in 2007. Collected data were transcribed and analyzed using Colazzi method with themes, and theme clusters, and categories.

The study found that the parents and teachers' different types of concerns about their infants new experience and adjustment regarding facing different adults, peers, schedules, expectations, values, ways of interacting with peers.

K07

A STRUCTURAL MODEL FOR YOUNG CHILDREN'S SELF-EFFICACY
AND RELATED VARIABLES : TEMPERAMENT, SELF-REGULATION
AND PARENTING EFFICACY

Sung Dan Kang

Jung Soo Lee

Kyung Ok Lee

Duksung Women's University

Korea

Abstract

Self-efficacy is the belief on being able to do very well whatever he or she does. Many studies emphasized the importance of self-efficacy in early childhood, since self-efficacy is related to positive and active behaviors of young children through spontaneous responses to surroundings. However, existing research, has failed to clearly present the structural relationships among the variables related with self-efficacy. In this study, structural models are set to examine the relation among the variables such as children's temperament and self-regulation, and mother's parenting.

Data were collected from children (mean age=6.5) and their mothers from four kindergartens located in Seoul and Gyeonggi area. Parental survey on children's temperament and self-regulation, and mother's parenting efficacy was conducted. Each child had interviewed with their teachers for children's self-efficacy. AMOS was used to analyze structural relationships among the related variables with children's self-efficacy.

Correlation results showed that children's self-efficacy was significantly related to mother's parenting efficacy and children's self-regulation, but not to children's temperament. In order to examine the structural relationships among the related variables, structural equation models were used. In the measurement model, fit index were acceptable ($X^2(120)=160.760$, $p<.01$, $X^2/df=1.34$, $GFI=.874$, $TLI=.954$, $CFI=.964$, $RMSEA=.054$ [.029~.079]), and factor loadings and factor correlations were suitable. In the structural model, a hypothetical model was compared with a saturated model. The goodness of fit index of the saturated model were $X^2(120)=160.760$, $p<.01$, $X^2/df=1.34$, $GFI=.874$, $TLI=.954$, $CFI=.964$, $RMSEA=.054$ [.029~.074], while the goodness of fit index of the hypothetical model were $X^2(124)=166.443$, $p<.01$, $X^2/df=1.34$, $GFI=.870$, $TLI=.954$, $CFI=.962$, $RMSEA=.054$ [.030~.074]. Since there is no improvement of the saturated model ($\Delta X^2(4)=5.68$), the hypothetical model had adopted as a final model. The results suggested that there was no significant direct path from children's temperament or mother's parenting efficacy to children's self-efficacy; however, there were indirect paths such as (1) children's temperament-emotionality ($=-1.01$) children's self-regulation ($=.49$) children's self-efficacy, (2) children's temperament-emotionality ($=.45$) mother's parenting efficacy ($=.32$) children's self-regulation ($=.49$) children's self-efficacy. Therefore, children's self-regulation was identified as an important mediator to explain children's self-efficacy.

K12
A STUDY ON DEVELOPMENT OF EMOTIONAL
KNOWLEDGE SCALE FOR YOUNG CHILDREN

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Kyung-Ok Lee

Duksung Women's University

Korea

Abstract

This study was planned to develop an emotional knowledge scale for young children. The emotional knowledge scale evaluates the understanding and expressing of emotion of self and others in a context appropriately. Items of the scale were developed and the content validity of the scale was examined by 10 professionals. For the validity of the scale, we had individual interviews with 111 young children (38 were 4-year-old, 73 were 5-year-old) in Seoul and Gyeonggi province, Korea. The main results are as follows;

First, emotional knowledge scale for young children consists of 48 items: 24 items on the emotional understanding (6 items for sadness, 6 items for happiness, 6 items for fear, 6 items for angry), and 24 items on the emotional expression (6 items for sadness, 6 items for happiness, 6 items for fear, 6 items for angry). We created an illustrated scale to help understand the scale items for emotional knowledge.

Second, the mean and standard deviation of items were adequate. The construction of these items is considered to be appropriate on account of the following reasons. (1) The mean of happiness recognized by children ahead of others is greater than other negative emotions. (2) The mean and standard deviation of all items are not so large. (3) the mean of emotional understanding is greater than that of emotional expression.

Third, appropriateness of the scale confirmed by criterion validity and reliability. For each item, each one-to-whole correlation satisfy the criterion ($>.3$). With this fact, we concluded that the reliability (Cronbach) of the emotional knowledge scale for children is adequate. We examined the correlation of emotion awareness measurement of Denham & Couchoud (1990) and the emotional knowledge scale of our own to test criterion related validity. We found positive relationship.

K20
STUDY ON KOREAN GRAMMATICAL
MORPHEMES OF AGES 5-6 KOREAN-ENGLISH
BILINGUAL SPEAKING CHILDREN

Ha Won Lee

Kyung Sook Choi

Sungkyunkwan University

Korea

Abstract

The main purpose of this study is to analyze the specific characters of Korean Grammatical Morphemes in 5 and 6 years old balanced Korean-English bilingual children. Therefore, this study compares between bilingual and monolingual children's Korean 'nominal particles [ka, uwl, ege, ya, i, etc.]' and 'verbal word endings [ki, ul, ida, ko, mun, etc. Monolingual children) and age(5, 6yr). The method of this study is free play nearly 30min. - 1 hour with toys(hospital play, playing with a doll house, transportation play, play dough). So we collect over 100 utterance per person and 2,000 utterance in total. The result shows that there are not significant difference between groups in 1) percentage of total occurrence of grammatical morphemes per utterance 2) percentage of occurrence pattern of each grammatical morpheme(subjective, objective, adverbial case etc.) per utterance 3) percentage of total error occurrence of grammatical morphemes per utterance. Therefore these results, even syntactic part, become support "addictive bilingualism" as bilingual children do not lose or delay their languages. But, 4) percentage of error pattern(substitution, addition, deletion, double marker) of each grammatical morphemes per utterance show significant differences between bilingual and monolingual groups.

Conclusively, these results imply that there is no significant difference in quantitative grammatical morphemes but rather qualitative. And we can expect that the 5 and 6 year Korean - English bilingual children will be the similar level of syntactic expressive competency as monolingual children. It will be able to provide for us the direction and guideline to the early L2 education and bilingual clinical field.

K23

A STUDY ON THE RELATIONSHIP BETWEEN PARENTAL VARIABLES
AND THEIR CHILDREN'S ENGLISH PROFICIENCY

Kwiok Lee

Namhee Woo

Dongduk Women's University

Korea

Abstract

In Korea, it is popular for young children to learn English. Parents provide their children with English from their early lives. According to their income, education, philosophy, and etcs, parents provide different types of English education for their children. Most parents send their children to institutes or using worksheets for English lessons, but some parents invite English teachers to their home and let them teach their children. With the request of parents, more than 80% of kindergartens and child-care centers also provide English as an extra curricular for the children in Korea.

Although tremendous time and expenses are consumed for teaching young children English, the effective ways or effective variables of teaching English for young children are not found yet. Thus, in this study we investigate the relationship between parental variables and their children's English level. One hundred and thirteen 5-year-olds and their parents participated in this study. In order to assess the children's proficiency level of English 'English Phonemic Perception Test' and 'English Word, Syntactic Perception Test'(Ricciardelli, L. A., 1993) are used. In addition to that, 'English Pronunciation Test' which has been developed by the researchers of this study is used. Questionnaire is used to assess the parent's socio-economic status and their proficiency levels of English.

As results, children's English proficiency level is related to their father's education, incomes, and mother's English level.

POSTER PRESENTATION
THEME 1 : CHILD DEVELOPMENT

K29

WHAT ARE IMPORTANT FACTORS FOR GIFTEDNESS DEVELOPMENT?

Minhee Kang

Kyoung-sook Choi

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Abstract

Learning environment allowing students to do more self-initiated investigations should contribute in developing more favorable motivational attributes. In that sense, it's important to see what kind of experiences is critical according to developmental period. However, we don't have much information about it. So we examined what was critical for developing giftedness with 86 science high school students, based on their recall-based assessment starting from kindergarten. The result suggested that what kinds of experience are helpful for child development and its giftedness development.

K31

THE EFFECTS OF GENDER EQUALITY STORY BOOK ACTIVITIES ON
YOUNG CHILDREN'S SEX-ROLE STEREOTYPE CHANGE

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Eun lae Cho

Pusan National University

Eun kyung Lee

Kyungbook National University

Korea

Abstract

The purpose of this study is to investigate the effects of gender equality story book activities on young children's sex-role stereotype change.

The research questions for the purpose of this study are as follows:

1. How is the effects of gender equality story book activities on young children's sex-role stereotype change between the groups(3 experimental groups, 1 control group)?
2. Is there a significant difference in young children's sex-role stereotype change between the groups according to exposure period to gender equality story book activities?

This study was carried out to fifty-five 5-year old children. They were selected from a public kindergarten in Dagu City, Korea. The population was divided into four sample groups with each group subjected to a different type of treatment. The four types of treatments conducted were as follows:

Treatment type #1(gender equality story book activities in kindergarten)

Treatment type #2(gender equality story book activities in home)

Treatment type #3(gender equality story book activities in kindergarten, home)

Treatment type #4(no treatment)

The experimental groups participated in the gender equality story book activities. These activities were conducted twice a week for 8 weeks.

As a test instrument to measure sex-role stereotype, Sex Role Learning Index (SERLI) was used in the pre, middle and post-test phases. SERLI was created by Edlbrock & Sugawara in 1978 and subsequently modified and complemented by other researchers.

The data were analyzed using One-Way ANOVA and Scheffe post-test according to research question.

The results of this study were as follows:

First, as to the effect of gender equality story on sex-stereotype change, there was a statistically significant difference between experimental groups and control group with p value less than 0.01 ($p < .01$).

Second, as to the effect of a period of gender equality story, there was a statistically significant difference between periods and groups: pre-test/middle/post-test with p value less than 0.01 ($p < .01$).

K37

AGE DIFFERENCES IN CHILDREN'S ANGER EXPRESSION
AND CONTROL

Hana Song

Seung-eun Rha

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Korea

Abstract

The anger is one of the basic emotions which develop during early years. Since anger is likely to interrupt interpersonal interactions with other person in many situations, the ability to express and regulate anger appropriately is a major component for emotional competence. The socialization of emotion includes when and how to express negative emotions in many social situations. In particular, children develop anger display rules through emotional interactions with parents, siblings, and others. Therefore, children's knowledge about emotion display rules is related to variations in children's behaviors and strategies to deal with anger. The purpose of this study is to examine children's types and strategies to deal with anger expression within Korean family context. Especially, we hypothesized that children's expressive behaviors of anger vary with age. Compared to younger children, older children are expected to regulate their anger more appropriately and efficiently. Children's perspective taking ability is fully developed during the concrete operational period. Thus, the participants of this study are 60 children in an elementary school (1st, 3rd, and 5th grade) in Seoul, South Korea. AX-Anger Expression Scale developed by Spielberger et al. (1988) is translated into Korean, and then administered to children in school settings. This scale includes subscales such as anger regulation, anger control (Anger-In) and aggressive anger expression (Anger-Out). Differences between three age groups in their expressive behaviors and strategies will be analyzed using one-way ANOVA. Descriptive statistics will be also reported. The data collection is on process. The results will be discussed in terms of the relationship between social cognition and emotional regulation.

K42

GENRES OF YOUNG CHILDREN'S SPONTANEOUS WRITING

Young-Hee Noh

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Korea

Abstract

The purpose of the study was to analyze genres of young children's spontaneous writings. For this purpose, two problems were established. What genres and sub-genres might be represented in young children's writing, and what the features of it.

The subjects were 37 five-year-olds (20 girls and 17 boys) in a public kindergarten of urban area. The data was collected from 6th June to 25th July, 2007, and portfolio method was used for data collection. The children wrote 217 products spontaneously at the writing corners. To analyze these products, the researcher discussed language registers with two teachers of the classes. They read and classified the children's writings individually. If there is no consensus, three of them discussed until they come up to consensus. And then, the researcher interpreted it to find out the features of each genre of young children's spontaneous writings. The results were as follows:

1. The basic genres were represented in the five-year-old children's spontaneous writing. The stories were the most frequent, the poetry the next, and informational writing followed.

2. Especially, the children's stories and the poems divided into sub-genres. The stories were divided into the realism and the fantasy, and the poetry were divided into epos, lyrical verse, and the informational writing was divided into the letter, the message, the recipe and the report, so on.

3. Although not perfectly, most of the children's written productions included the essentials of the literary elements of each genre.

K45

THE EFFECTS OF VERBALIZATION ON REPRESENTATIONAL
REDESCRIPTION IN A NUMBER CONSERVATION TASK

Hee sook Park

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Se hee Jang

Kyoung sook Choi

Sungkyunkwan University

Korea

Abstract

The Representational Redescription model suggested by Karmiloff-Smith describes a process through which children elaborate their knowledge from unconscious and implicit levels to conscious explicit levels. The model also assume that children in explicit levels are able to express their own representation of knowledge verbally. This study was launched to identify the developmental levels of representational redescription in Korean children and to investigate how a verbalization training influences children's development of representational redescription.

Study 1 examed the development of the representational levels for 234 children aged from 4 to 5 years using a number conservation task. In this task, each child was asked to conserve linear arrays of 22 black cardboard squares. Most children were classified into one of 3 levels which were extended from the original work of Karmiloff-Smith. The distribution of children's levels of representational redescription was similar to that in a prior study conducted by Karmiloff-Smith.

In study 2, 73 children aged from 4 to 5 years, who can conserve but fail to explain their strategies in the conversation task, were recruited. Children were divided into three groups. A group of children was administered to a verbalization training session using an another 6 cardboard squares task. Compared to control groups, children in the training group showed more advanced levels of representation than their previous levels in a pretest.

In summary, results suggested that verbalization is likely to facilitate children's reorganization of implicit knowledge, and eventually, to transfer the implicit knowledge toward explicit forms. Further research needs to pay more attention to the educational application of learning processes based on representational redescription.

T11

A PRIMARY STUDY OF CHILDREN LANGUAGE CREATIVITY:
EXAMPLE OF “BRAGGING ACTIVITY”

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Abstract

The purpose of this study is to find how children use language in bragging activity. When children converse with people, they sometime overstate and boast. Adults often consider that these language using is “the behavior of bragging”. The study is base on Chomsky’s “Language Acquisition Device” to discuss on children’s language development and language creativity in process bragging activity. Investigators hope to alter the impression of “bragging” by “bragging activity”. In this study investigators pick observer-as-participant in a kindergarten classroom and recording children’s vocabulary using in “bragging activity” by video and audio.

These are three goals as follow:

- To understand that age 4 class children’s creativity in language development.
- To understand that age 5 class children’s creativity in language development.
- Make the behavior of bragging alter to positive.

There are three conclusions as follow:

- In the language skill development there are different characteristics in different age’s children.
- The behavior of bragging often contain in children’s creativity language.
- The interaction between peers can enhance children’s language creativity.

Regarding to children’s language creativity, this research suggest that:

1. Teacher guides children’s aspect.
 - (1) While carrying on bragging activity, should notice whether the basis is put forward clearly.
 - (2) Besides guide in good time, teachers need to increase longer time to improve children’s high older imagination.
2. Teacher’s language creativity teaching aspect.
 - (1) Teachers have to plan to design a unit activity.
 - (2) To teach language by incorporating interesting activity, it would be increase children’s motive and will to learn.

Keywords : children’s language, language development, bragging activity, language creativity

T14

STUDY ON PROSOCIAL BEHAVIORS OF NORMAL YOUNG CHILDREN
TOWARDS SPECIAL YOUNG CHILDREN

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Abstract

The purpose of this study was to explore the prosocial behaviors of normal young children towards in preschool inclusive education. The study field was the class of inclusive education at the affiliated kindergarten of an elementary school in Taipei County. The participants were the young children in senior class. The researcher gathered data through partial participation, observation, individual interviews, and group focus interviews in order to discuss the prosocial behaviors of young children.

The study was qualitative research oriented. Gathered observation and interviews were analyzed with psychological adjustment. The major findings were:

1. Prosocial behaviors of normal young children towards special young children were divided into 3 stages: stage 1 strangeness period—mainly physical help; stage 2 incubation period—mainly assistance with few simple oral hints and stage 3 maturity period—mainly assistance and beginning of cooperative behaviors.

2. The social views of normal young children were mainly from instruction, demonstration of adults and peer relation.

3. Factors affecting prosocial behaviors of young children included: genders, instruction demonstration of adults, peer relation, situations, degree of obstacles, time and familiarity

Based on the findings, the researcher proposed suggestions on guidance of prosocial behaviors of young children in inclusive education.

T38

A STUDY OF YOUNG CHILDREN'S SCIENTIFIC CONCEPTS
AND PROBLEM-SOLVING STRATEGIES IN THE PROCESS OF
CONSTRUCTING MARBLE TRACKS

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Abstract

The purpose of the study was to explore the young children's science concepts in the activity of constructing marble track. Participant observation, children interview, records were used for data collection. The result showed children's curiosity and hands-on experiences would support them to involve in the activity. In the process of the activity, the teacher's guide could promote children's thinking level and expand their exploratory motivation. Providing multi-materials could inspire children to think and construct various marble-tracks. Children express their scientific concepts in their language. For instance, they used 'force' instead of acceleration to explain the marble's rolling speed; they ignore the marble weight and thought big marbles are more forceful than the small ones. They used paper to change marble's rolling direction (counterforce). And by the teacher's guide, children understood the marble to crash the track could wear down its force (friction, counterforce). Their problem-solving strategies including change or adjust materials, track's relative height, reconstruct and analogize someone's ideas.

T45

THE DEVELOPMENT OF THE TOKEN TEST
FOR CHINESE-SPEAKING PRESCHOOLERS

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Abstract

The study was aimed at developing a test for assessing preschool children's auditory comprehension skills based on the Token Test concept originally proposed by De Renzi and Vignolo in the 1960s. This test was especially designed to probe the information processing skills underlining auditory comprehension. This article reviews the procedures in establishing a national norm and also reports its reliability and validity. A total of 2,593 children aged from three to six were proportionally sampled from the four major geographical regions in Taiwan participated in the study for the use in the pilot phase, norm establishing, cross validation, and validity checking. The formal test thus developed contains 29 items for each age group, including a common set of 22 items across the three age groups and another set of seven items unique to each age group. The test was found to have good internal consistency and test-retest reliability. Factor analysis revealed the good fit for the four-factor model with the three to four year-old groups, yet the three-factor model with the five-year-old group. In addition, the passing rate decreased with the increasing length and complexity of test items. As for the criterion-related validity, the test was moderately correlated with an existent auditory comprehension test designed to probe the syntactic and semantic aspects of the language. Age, gender, residential area, and disability were critical factors accounting for the test performance. Finally, the overall abilities tapped by the revised test with the current preschooler cohort are not substantially different from the cohort sampled for a previous version almost one decade years ago, indicating that the information processing skills tapped by the test are rather immune to the cultural changes across different generations.

Keywords : token test, preschoolers, auditory comprehension

T66

THE RELATION BETWEEN YOUNG CHILDREN'S TEMPERAMENT
AND THEIR PERCEPTION OF FOOD CHOICE

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Abstract

The purposes of this study were to understand young children's perception of food choice and to explore the relation between young children's temperament and their perception of food choice. The participants included 396 preschool children (192 males, 204 females) between the ages of 4 to 6 years who recruited from 6 public kindergartens in Taipei. By using "Behavior Style Questionnaire-Short Form" and "Young Child Perception of Food Choice Scale", the main findings are listed as follows:

a. The young children's dependence on the perception of taste for food choice is the most intense and their dependence on the perception of color vision is the least intense. In addition, the foods young children like are diverse and the foods they dislike are similar.

b. There were no significant difference between young children's background (sex, age, birth order and SES) and their perception of food choice.

c. The higher young children's activity, rhythm and negative mood in their temperament, the more they use color vision to choose food.

d. The higher young children's negative mood and threshold in their temperament, the more they use smell to choose food.

e. The higher young children's approach, reaction intensity, negative mood and threshold in their temperament, the more they use taste to choose food.

f. The higher young children's approach, reaction intensity, negative mood and threshold in their temperament, the more they use oral cutaneous sense to choose food.

Finally, based on the findings of this study, it appears that children's eating behavior is influenced by not only their parenting but also their own temperament. However, nutritionists recommend that balanced nutrition is the index of daily diet. Therefore, adults should focus on the nutrition rather than the variety of food that children intake everyday.

K08

THE EFFECTS OF THE CREATIVITY EDUCATION ON
IMPROVEMENT OF CREATIVE THINKING AND
CREATIVE PERSONALITY OF PRE-SERVICE TEACHERS

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Abstract

Creativity education and its research for pre-service teachers are rather rare than that for the kindergarten, elementary, and secondary students. This study started from the belief that the creativity education for the former is as much important as that for the latter.

The purpose of this study was to investigate the effects of the creativity education on improvement of creative thinking and creative personality of pre-service teachers.

The subjects of this study were 50 pre-service teachers who were attending at university in Teajeon. Last analysis subjects except dropout are 23 experimental groups, 23 control groups. To obtain the data, Torrance of Creative Thinking (TTCT) and Noh(2003)'s Creative Personality Test were used. To analyze data, ANCOVA were executed.

The results were as follows. First, creativity education affected significantly on improvement of creative thinking of pre-service teachers. Second, creativity education affected significantly on improvement of creative personality of pre-service teachers. The results of this research suggest creativity education was affirmative effect improvement of creative thinking and creative personality.

K22

A STUDY ON TEACHER'S PERCEPTIONAL AND SITUATION
IN THE FREE PLAY ACTIVITY OF NURSERY SCHOOL

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Abstract

This study is to investigate teachers' perception and situation in the free play activity of nursery school and to provide fundamental data for more effective management of the free play activity in the future.

The subjects of this study are nursery teachers in Seoul. Except for questionnaires responded insincerely, 240 questionnaires conducted in Sep 3 to Sep 21, 2007 were used as final data. The data were analyzed by means of SPSS 12.0 for technical statistics and chi test.

In the result, concerning **teachers' overall perception in the free play activity of nursery school**, they perceived that the most important purpose of the free play activity is 'to use them for special education (numbers, characters, arts, etc.)' ($M=2.97, SD=1.04$). Also, they perceived teachers' role in the free play activity as 'selecting material and instructing children to do activities' ($M=2.36, SD=.96$). In running the free play activity, teachers perceived the most difficult problem as 'their ignorance of proper teaching in case of a troubled situation' ($M=3.30, SD=.80$).

Second, the results of **situation in the free play activity of nursery school** are as follows:

Regarding **the most active area of the free play activity**, 43.8% of teachers responded that the free play activity in black area is being run most actively. And the most respondents (66.3%) said that the reason is why 'young children prefer to black area itself.'

Regarding **the most inactive area of the free play activity**, 36.3% of teachers responded that the free play activity in the 'number/science area' is being run most inactively. And 13.8% of teachers responded that the reason is why 'the space and location of this area is not good for children to choose.'

Regarding **the environmental setting for the free play activity in class**, 56.3% of teachers responded that they set up environment 'according to a chapter, a season, a semester'. And 70% of teachers responded that they 'limit' the number of participants **when a certain area is crowded**. As for **the assessment**, the result reveals that 55.5% of teachers are assessing the free play activity.

Third, **situation in the free play activity according to nursery teachers' background variables** is as follows:

Regarding **the running time of the free play activity**, it shows that teachers of junior college graduate or above run the free play activity *for a longer time* (50-60 minutes) than those of high school graduate or above ($X^2(9)=31.959^{***}$); teachers with less than 1 year experience than those with 3-4 years experience ($X^2(9)=19.606^{***}$); and teachers aged 20-23 than those aged over 30 ($X^2(9)=23.184^{***}$).

Regarding **the number of the free play activity during a daily schedule**, it shows that teachers of high school graduate run *more the free play activity* than those of university graduate or above ($X^2(9)=68.787^{***}$); teachers with less than 1 year experience than those with 2-4 years experience ($X^2(9)=18.459^{***}$); and teachers at the age of 20-23 than those at the other ages ($X^2(9)=29.857^{***}$).

Regarding **planning the free play activity**, it shows that more teachers of high school graduate or above plan for the free play activity by *'discussing them with children'* than those of junior college or university graduate or above ($X^2(12)=55.488^{***}$); more teachers with 3-4 years experience than those with 1-2 years experience ($X^2(12)=67.494^{***}$); and more teachers aged 24-27 than those aged 20-23.

Regarding **choosing the free play activity**, it shows that more teachers of university graduate or above choose the area of the free play activity by *'hanging a symbolical object and marking on the activity planning sheet'* than those of high school graduate or above ($X^2(12)=40.770^{***}$); more teachers with 1-2 years experience than those with less than 1 year experience ($X^2(12)=13.193^{***}$); and more teachers aged 27-30 than those aged 20-23 ($X^2(12)=28.374^{***}$).

Regarding **changing a free play activity to another**, it shows that more teachers of high school graduate change a free play activity to another *'according to the rules or promise of the class'* than those of junior college graduate ($X^2(15)=62.963^{***}$); more teachers with 3-4 years experience than those with over 5 years experience ($X^2(15)=52.817^{***}$); and more teachers aged 27-30 than those aged 20-23 ($X^2(15)=36.746^{***}$).

K52

THE ANALYSIS OF EFFECTS OF TEACHER INTERVENTION DURING
KINDERGARTEN FREE PLAY PERIOD BY TEACHERS' CAREER

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Abstract

The purpose of this study was to provide essential data for improving the quality of children's play in kindergarten. This study was to examine the types of teacher's role according to teachers' career in play setting. The Subject of this study were two kindergarten teachers, novice teacher and expert teacher and their students, five-year-old kindergarten children. For this purpose, event sampling observation technique had been done during kindergarten free play times. The observations were categorized into play setting, children's play pattern, the type of interaction. Data were analyzed by t-test.

The results indicated that:

first, the type of teacher's role according to teachers' career were significantly different for children's play patterns. The expert teacher enhanced the quality of the children's play. second, the type of teacher's role according to teachers' career were significantly different for different play setting. third, the type of teacher's role according to teachers' career were significantly different for different interaction effect children.

The results reveal that teacher's role in the children's play has positive effects for promote children's play. Therefore, the novice teacher realized that teacher intervention skill is necessary

T01

A STUDY OF TEACHER CULTIVATION ON THE PERSPECTIVE OF
KINDERGARTENS AND NURSERY SCHOOLS INTEGRATION STRATEGY

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Abstract

This study was based on Taiwan current young children's education policy, and to discuss the influence on children and teachers. In the meantime, the study explores both of departments of early childhood education and early childcare about how to response the policy in educational objectives, curriculum formulation, and teachers employment in the future, and how teachers training institutions adapt to the policy of integrating kindergartens and nursery schools. In review of those above, the research purposes were as following:

1. To probe the channel, curriculum and type of the preschool teacher preparation education.
2. To find out the differences in the goals of teachers training institutions, the structure of the curriculum and department staffs between the department of early childhood education and the department of early childcare.
3. To compare the objects of study and know the direction of innovation of each college.

This study is processed with qualitative research design of documents analysis and in-depth interview. The relative documents are about eight colleges which selected at random from all departments of early childhood education, and these documents includes completed information, such as brief history, educational objectives, present condition, curriculum structure and future development and so on.

According to the research methods, the major conclusions were as follow:

1. To expand the goals of teachers training institutions, and enhance students' second specialty to obtain employment in the future.
2. To increase the curricula and teachers in childcare and workplace practice.
3. To strengthen student's professional abilities through the multiple program curriculum.
4. Department-based curriculum will develop the training characteristic of each department and provide students with advantages to compete in the future.
5. To cooperate with institutions to look after both sides in theory and practice.

T02

EXPLORING STUDY ON THE KINDERGARTEN TEACHERS
IN-SERVICE TRAINING—FROM THE VIEWPOINT OF TEACHERS'
PROFESSIONAL DEVELOPMENT —IN TAICHUNG CITY ,TAIWAN

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Abstract

This study aims to understand the current status and needs of kindergarten teachers' in-service education in Taichung City, to explore its relationship with teacher development, and to compare its difference among teachers with various backgrounds. Focusing on promoting the function of in-service and contributing to kindergarten teachers' professional development, the study examines the kindergarten teachers' needs and expectations in in-service education so as to provide some guidance or reference for future planning to the educational administration of Taichung Municipal Government.

According to the research result , the conclusions were summarized as follows:

Three most popular activities in which the kindergarten teachers expect to take part are: theory and practice, hands-on workshop and teaching demonstration.

A majority of the kindergarten teachers think that first three motivations for taking part in the in-service activities are: enhancing professional knowledge, sharpening teaching skills, and fulfilling career plan and personal ideals.

A majority of the kindergarten teachers think that first three obstacles for taking part in the in-service activities are: not satisfying personal needs, not matching time of activities and limited numbers being admitted.

The kindergarten teachers have different opinions on the order of course contents; a majority of the teachers think what they need most is the enhancement of professional knowledge (especially teaching skills) and other courses related to early childhood education.

The order of in-service courses that the kindergarten teachers' need is (a) professional knowledge about child education; (b) courses concerning the class management of the kindergarten; (c) courses related to professional beliefs and attitudes; (d) courses about general knowledge and skills; (e) other related courses; (f) courses about teaching methodology.

Finally, the researcher, according to the result of this study, offers a few suggestions for the educational authorities, kindergartens in Taichung and teacher training institutions.

Keywords : kindergarten teachers, teachers' development, in-service training

T05
A STUDY ON ENHANCING EARLY CHILDHOOD EDUCATION
PROSPECTIVE TEACHERS' PROFESSIONAL COMPETENCE
WITH CASE METHOD

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Abstract

This research aimed to explore the process of implementing case method in early childhood teacher education and assess the extent to which case study enhanced the professional competence of early childhood education prospective teachers. Thirteen early childhood education prospective teachers participated in this research on a voluntary basis between September 2007 and January 2008. The topics discussed in case method teaching were determined based on the personal interests and needs of the prospective teachers.

Research data were collected from observation records, individual interviews, group interviews, reflective journals of the researcher, and relevant documents such as professional competence questionnaires. The questionnaires were distributed in the first and last sessions of the discussions on a topic in order to examine the changes and improvement in prospective teachers' professional competence of the topic after case method was carried out.

Research findings include:

1. Prospective teachers were most interested in parent-teacher relationship, children with special needs, classroom management, and communication with colleagues. As the topics discussed were of high interest to prospective teachers, prospective teachers were very involved in the discussions.

2. Case method started with a review of the case, followed by small group discussions and general discussions. In order to engage the prospective teachers in the case discussion, the review of the case, which was first directed by the researchers, was then turned into a format of a play, and the case writer would be invited to tell the story in the end. The involvement of the case writing teacher in group discussions with prospective teachers also generated in-depth discussions and feedback.

3. Analyses of professional competence questionnaires showed that participants' professional competence related to the case improved.

4. Prospective teachers were able to apply the techniques of discussion learned from the early sessions in later sessions, the courses they were studying, and voluntary services after class.

5. Prospective teachers acquired reflective and discussion techniques from the discussion sessions of cases.

6. Prospective teachers from different years performed differently. Senior prospective teachers were more likely to lead and facilitate discussions.

It is hoped that the result of this study will offer the experience of early childhood educator in implementing case method and bridge early childhood education theories and practices so as to improve prospective teachers' professional competence.

Keywords : early childhood education, case method, prospective teacher, professional competence

T10
TEACHERS' BELIEFS AND PRACTICES IN
EMERGENT LITERACY INSTRUCTION

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Abstract

The purpose of this study is threefold, (1) to investigate preschool teachers' beliefs about preschool emergent literacy instruction, (2) to explore the relationships between teachers' background variables and their emergent literacy beliefs, and (3) to examine the relationships between teachers' beliefs and practices. The survey resulted in a valid sample totaling 490, from a random sample of preschool and kindergarten teachers from Taiwan. The survey found that 40.6% of these teachers perceived emergent literacy instruction from a traditional perspective. They believed that young children should reach a certain age or developmental readiness before he/she can begin to learn to read and teachers are responsible for teaching children to read and write. The other 39.4% of these teachers were more from a constructivist approach. They encouraged children to talk about what is stated in the book. They also believed that young children can learn important things about reading and writing from a various meaningful literacy experiences. Furthermore, there are relationships between teachers' background variables and their teaching beliefs. Teachers who are younger (25-29 years old) were more from a constructivist perspective than teachers that are older (40 years old and older). Level of education was also related to teachers' belief of emergent literacy. Teachers who completed a college-level education in early childhood education indicated a constructivist perspective than teachers who completed only five years of education. Finally, based on the differences of teachers' teaching beliefs, these teachers were divided into three groups: traditional, neutral, and constructivist. We found relationships between teachers' beliefs and practices. Teachers who have traditional beliefs were more likely to emphasize writing skills. In contrast, teachers who have constructivist beliefs were more likely to encourage reading aloud and alone in their classrooms. They encouraged writing activities by exposing children to a lot of early scribbling experiences.

T17

THE STUDY ON PROMOTING TEACHERS' DISCUSSION
EFFICIENCY TO HELP CHILDREN LEARN BETTER

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Chih-Han

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Abstract

The purposes of this study are to survey Taiwanese teachers' teaching problems when they lead classroom discussions, and to offer several proper discussion skills, to promote teachers' discussion efficiency. The methodology of this study includes reviewing the literature, observing a kindergarten classroom, and writing reflective diary.

Investigators based on the view points of Selma Wassermann, we conclude four advantages on discussion in the process of teaching: (1) increase children's learning ability (2) empower children to learn (3) inspire children's higher-order-thinking (4) develop children's social ability. Above four advantages of discussion, the investigators draw out 20 questions for kindergarten teachers to checklist their classroom discussion skills. Through checklists, the kindergarten teachers can reflect on their classroom discussion skills.

There are three suggestions as follows:

1. Preparation before discussion.

The kindergarten teachers have to understand children's precursory knowledge and experiences to prepare questions that can inspire children processing on their high order thinking. Those questions should show children's learning interests.

2. Pay attention in the process of discussion.

Teachers should build a safe, warm and open classroom atmosphere. During the process of discussion, the teachers should empower to children to propose the questions, and encourage children to express their own idea. The teachers have to organize children's ideas to build up the concept of content, which would express teachers' respect to children.

3. Reflection in action.

After discussion between teachers and children, reflection in action to teachers is important to understand more their own blind spot on discussion skills, and make improvement on them.

Keyword : classroom discussion, discussion efficiency, discussion skills

T23

'DO YOU KNOW HOW TO COLLECT MATERIALS?' –AN ANALYSIS OF
TEACHERS' USE OF INFORMATION NETWORK FOR THEMATIC
CURRICULUM DESIGN

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Abstract

This article describes part of the results of a project, sponsored by the National Science Council of Taiwan, title is 'Integrating Digital Archives into Kindergarten Thematic Curriculum—development and promotion of the digital learning resources'.

In the past few years, education advisory groups and education organizations in Taiwan have increasingly incorporated 'information technology' into in-service training programs for teachers to cultivate their ability to utilize information network for material collection and thus enable them to integrate 'information technology' into their instruction as a way to promote information education. The increased resources available in national digital archives, on the other hand, offer additional references for thematic curriculum. This paper aims to investigate the process in which kindergarten teachers use information network for material collection to design a thematic curriculum. The subjects are two preschool teachers in southern Taiwan. Personal experience methods and narrative inquiry are employed for the analysis: observations, interviews, and relevant documents such as teaching plans, teaching portfolios, journals as well as references.

The major findings are as follows:

1. Thematic instruction requires a wide variety of teaching materials. The subjects generally locate related materials by discussing with their colleagues or capitalizing on reference books (picture books and specialized books), teaching materials available on the market and the information network.
2. Finding materials for a thematic curriculum on the information network is relatively quick and easy, but the correctness of information obtained requires further confirmation. Besides, information collected in such a fashion tends to be fragmented and decontextualized.

Several suggestions are proposed based on the research results for teachers to enhance their ability to collect materials from the information network in a thematic curriculum, such as key words, web portals and strategies for information management.

Keywords : thematic curriculum, digital archives, early childhood education

T31
FROM WASSERMANN'S VIEWPOINT WHAT ARE THE PRESCHOOL
TEACHER'S CHOOSING DILEMMAS

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Abstract

The purpose of the study is to discuss the preschool teacher's important topic— The Dilemmas of Choosing. A teacher must be prepared to deal with students' behavior problems, and know when and how to be tough and firm without diminishing students' dignities, and when to overlook the indiscretion. To make a decision is not only complex, but decision often full of tension, ambiguity, and risk. How does a teacher to make a decide? What are some reasonable guidelines that teachers might use in charting a course through the many ambiguities of choosing?

The study includes three parts. At first, from Wassermann's viewpoint: what is the preschool teacher's choosing dilemmas? Secondly, the researcher would like to know: How does a preschool teacher choose? What are the reasons that teachers are hard to make decision? Finally, based upon the conclusions of this research, concrete suggestions are offered for preschool teacher.

The researcher takes several suggestions to diminish the responsibility of preschool teacher in Taiwan. The suggestions are as follows :

1. Organizing your classroom means confronting a variety of choices with respect to how your day is to be shaped and how the room is to be comfortably and attractively arranged.
2. In classroom, children also play responsible roles in its care and upkeep.
3. Getting ready of teach attitude.
4. Positive self-cognition— To accept that value choice.
5. The deliver of teaching.
6. Determining which beliefs and values you hold — Examining your beliefs and determining for yourself what is important are the keys to helping you through the maze of options.

T33

THE STUDY OF FEMALE EARLY CHILDHOOD EDUCATION
DIRECTORS' PREDICAMENT

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Abstract

Recently, people are paying much more attention to the female's leadership issues. Female leadership's distinguishing characteristics, style, type in the working field are examined extensively. Due to the female employees in the institute mostly, the relationship between the internal and external outcomes of an early childhood education institute presented another circumstances. The purpose of this qualitative study is to investigate the female leadership's predicament in the early childhood education environment in Taiwan. In order to study a female early childhood education director's predicament, two-year observations during the working hours, in-depth interviews, and documents were collected as the research valuable data in this study. With female staffs mainly, early childhood education institutes are quite different from other educational organizations.

The research found that female directors encounter three primarily predicaments: individual and family; the organized system of the institute; and the external predicament of the environment. Individual and family predicaments referred to the personal believe, personal learning experiences, the expectations of society and individual, the opportunities of professional growth and development, pursuing further education, and last not least, the supports from the family. The quandary of the organized system referred to the coordination in the institutes, also, female leaders often work in isolation, because directors often lack peer relationships within their organizations. They frequently struggle with resolving a perceived tension between being an authority and providing responsive support to other adults. The external predicament of the environment is regarding the reorganization of a female leader in the institute and society. The environment contains the government, the school administration, variations of policy for early childhood education system, the teaching environments, the welfare, and the safeguard in working.

Finally, because of masculine traditional culture and sex-role stereotypes, female leader in kindergarten is not so respected by others. The researchers recommended suggestions for further studies.

Keywords : kindergarten director, female leadership

T44

A STUDY ON THE PROFESSIONAL DEVELOPMENT OF TEACHERS WHO
WRITE TEACHING CASES FOR EARLY CHILDHOOD EDUCATION

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Abstract

As a teaching method that centers on cases, case method provides an authentic scenario for learners to explore the potential problems in teaching under the guidance of instructor. Case method is not only significant to pre-service teacher education in the sense that it helps bridge theories and practices but also beneficial to professional development of in-service teachers.

In view of the lack of teaching cases for early childhood education in Taiwan, the researcher ran a "Teaching Cases Writing Workshop" between May and November of 2007 and invited 12 kindergarten teachers and principals to participate in this study and develop teaching cases of early childhood education. During the period of the research, the researcher held seminars to enhance participants' competence of writing teaching cases. The researcher also invited case experts to discuss the problems that arose from writing teaching cases with participants and arrange group discussions on difficulties encountered during the writing process. A blog dedicated to teaching cases was also set up during the course of the research for research participants to provide immediate feedback for and engage in discussions at any time on the teaching cases written by other participants.

The researcher examined the process of developing teaching cases as well as the difficulties and lessons learned through individual interviews, group interviews, observation records, researcher's journals, and replies on the blog. Research findings include:

1. Writing teaching cases improved teachers' reflective capabilities by enabling them to reflect on their experience and review their teaching strategies as well as techniques.
2. Research participants were able to raise the level of thinking for teaching cases because they engaged in discussions with other teachers during the writing process.
3. Writing teaching cases enabled research participants to integrate theories with practices.
4. The most common problems in the process of writing teaching cases include the authenticity of the cases, ethical issues, length of the cases, and naming of the cases.

It is hoped that this study will prompt more teacher educator to develop teaching cases. It is also hoped that early childhood education practitioners will be willing to pass on their stories of teaching to other early childhood teachers so as to improve their understanding of early childhood education practices and bridge theories and practices through sharing and discussion on the teaching cases.

Keywords : early childhood education, teaching cases, case method, teacher education

T52
THE LEADERSHIPS OF MIDDLE MANAGERS IN A PUBLIC
KINDERGARTEN: A CASE STUDY

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Abstract

The research on kindergarten leaderships usually focuses on the principle, and focus on their leading behavior on the subordinate teachers. However, in Taiwan, many kindergarten principles are actually middle managers who are subordinated to the owners of the kindergartens or the principle of the elementary school. Even in the independent public kindergartens, there are supervisors that play the role as middle managers. The role of the middle managers has not get the attention it deserves in the literature on leaderships. In order to fill the gap in the literature, this study takes a qualitative case study approach to explore the three cases in a public kindergarten.

The data collection methods includes participant observations, interviews, and document collections. The following research questions are explored: What's the responsibilities and the authorities of the middle managers? How do the middle managers lead? What strategies the middle managers use to influence their principle, and the teachers?

The data shows that, given the limited legitimate authority, the middle managers can only lead indirectly (which we might call "mediated leaderships"). They have limited power in decision making, and must lead by using other's power (for example, the principle, and the annual evaluation, or the group decisions in the formal meetings.) It seems that, for the middle managers, the up-ward leaderships seem to be more important than the downward leaderships. In addition, the characteristics of middle managers' jobs and personalities influence the leadership behaviors. For example, the teaching-affair managers use more persuasive strategies; while the administrative-affairs managers use more dominant strategies.

T54
ON BECOMING A “TEACHER”:
THREE CHILDHOOD TEACHERS REFLECT ON THEIR LIVES

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Abstract

The purpose of this study is to investigate the real situation of the early childhood education in Taiwan. Two different early childhood education systems in Taiwan: childhood education system (kindergarten or preschool), and child welfare system (day care center). Due to the government policy, the process to become an early childhood teachers is so complicate.

Couple goals are found in this study: to understand the reality of the early childhood education working situation by .narrative analysis.; teachers would express themselves and identify themselves by stories telling, more teachers can be encouraged and empowered by stories sharing.

Four story frames to exam teachers' live stories:

1. Personal childhood experience: when they choice to be a teacher, care-giving experience from other people in the childhood affect me deeply.
2. Personal learning experience: Due to the government policy, the process to become an early childhood teachers is so complicate. Learning is just for a teaching license.
3. Marital relationship and mothering experiences: it seems a natural result that childhood educator to become care-givers at home and their workplace. Teaching career development follow family life cycle.
4. Teaching as laboring experience: The labors are not only physical work, but also mental and emotional work.

Policies issue : They struggle in the social and government policies change.

T56

A STUDY ON TEACHER'S CURRICULAR CONSCIOUSNESS IN THE
PROCESS OF CURRICULUM CHANGE

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Abstract

Teachers' understanding of curriculum, curriculum design, pedagogy, teaching materials, and students' learning progress inevitably shapes their curricular consciousness and teaching practice. This study aims to examine teachers' curricular consciousness during the curriculum change process in a kindergarten and relevant influential factors. The study will also analyze the link between teachers' curricular consciousness and teaching practice in the process.

The research has been conducted in a private kindergarten in Taiwan, which introduced project approach curriculum to replace thematic teaching in August 2006. A teacher for 4-year groups and another for 5-year groups participated in the research. After research data are collected from in-depth interviews, classroom observations, teachers' journals, teachers' meeting minutes, and researcher's notes about teaching meetings, they are examined and analyzed with triangulation.

The study began in August 2006 and will complete in June 2008. The main findings so far include:

1. In the early period of the research, both teachers had vague and changing curricular consciousness and were uncertain about their teaching practice after project approach curriculum was introduced.
2. Both teachers went through four stages of changing curriculum consciousness of thematic teaching and project approach curriculum: uncertain, confused, clear, and enlightened. Moreover, they realized that they became more aware of their curricular consciousness, which was beneficial to actual teaching.
3. The change in both teachers' curricular consciousness was mainly a result of a repeated process of review, reflection, and implementation in the process of curriculum change combined with professional exchanges and reading group activities among teachers. After curriculum experts had been invited to provide guidance and assistance for teachers in classrooms, teachers began to be more aware of their curricular consciousness and reflect on their teaching practice.

Keywords : curriculum change, curricular consciousness, early childhood education teachers

T63

APPLY DONALD ALAN SCHN'S "REFLECTION IN ACTION" THEORY TO
EARLY CHILDHOOD TEACHERS' REFLECTION ON TEACHING

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Abstract

The purpose of this paper was to apply Donald Alan Schn's "reflection in action" theory to early childhood teachers' reflection on teaching. And three major concepts of Schn's claims were discussed in this paper: knowing in action, reflection in action and reflecting-in-practice. Literature review and analysis were used as methods in this paper. The findings of Schn's efforts on "reflection in action" had been significant with many education programs and training for teachers both to reflect themselves and expand experiences in teaching career. Significantly, there was a real sense in which his work on "reflection in action" had a profound effect on promoting teachers' professional development.

Nowadays professional development of teachers' reflection has not only increasingly become an important issue, but also been the key element of effective and successful teaching. For early childhood teachers, they were supposed to integrate reflection and action into practice. Accordingly, the quality of teaching would be promoted. In addition, for those teachers in practice, teaching became authentically meaningful as they engaged in a process that involved in thinking, reflecting, modifying, and acting in teaching. Through the way of reflecting on teaching, they were motivated and inspired about engaging in practice, examining situations in practice, diagnosing the defect and innovating teaching strategies and so forth.

In conclusion, contributions to teachers' reflection of professional development were explored in this paper. First, teachers' capabilities of reflecting grew. Secondly, teachers integrated theory and practice in professional field. Finally, teachers' internal will was motivated and inspired to better teacher professional development. To sum up, a great edification of this paper involved in teachers' reflection has the potential to improve not only programs or strategies on teaching, but also contribute to teachers' professional development.

T67

THE PERCEPTIONS OF EARLY CHILDHOOD CARE
PROVIDERS TOWARD PROFESSION OF EARLY
CHILDHOOD CARE: A CASE STUDY IN SOUTH TAIWAN

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Ya-Lan Hsieh

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Abstract

In Taiwan, the profession of early childhood care is different from the profession of kindergarten education. Not only the supervisory institutions are different, but also different regulations are applied. Most people in our society do not have a clear picture of the profession of early childhood care; instead of most people considered that to work with children do not require professional knowledge and skills.

The purpose of this study is to understand the perceptions of early childhood care providers toward their profession. Research questions of this study were (1) what are the working contents of early childhood care providers, (2) what are the perceptions of early childhood care providers toward their profession, and (3) what are the differences among the profession of early childhood care and other professions.

Face-to-face audio-taped interview was used to gather comprehensive information from early childhood care providers in Feng Shan city, Kaohsiung County, Taiwan. A total 15 female, ages ranged from 26 to 40, early childhood care providers were participated in this study. Qualitative analyses were used to explore the patterns and themes.

All participants stated that their major work was to teach the children. Regarding to their perceptions of the early childhood care profession were divided into five categories including (1) professional knowledge, such as child development and teaching, (2) professional skills, such as safety and communications, (3) professional attitudes, such as toleration, patience, love and empathy, (4) professional ethics, such as privacy and individuality, and (5) experiences. The majority of respondents mentioned that the differences among their profession and other professions were in knowledge, skills and service targets.

T68

EARLY CHILDHOOD EDUCATOR'S PROFESSIONAL DEVELOPMENT:
A STUDY OF AN OUTSTANDING EARLY CHILDHOOD EDUCATOR

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Abstract

Early childhood educators in Taiwan are confronted by some serious situations, such as: low salary, poor welfare, and a long working hour. In spite of these, still, early childhood educators in Taiwan devoted themselves to face their task seriously. It is an important procedure that early childhood educators persist in improving themselves in their professional development and growth in their teaching positions. The research studied an outstanding early childhood educator in southern Taiwan who has been chosen as the "Super Teacher" as the highest honor of the early childhood educator in Taiwan. In order to comprehend the subject's professional development in teaching position, classroom observation, interviews, class preparations, and teaching materials are collected as the research data. Teaching is a professional task; a teacher is a professional developing individual who advanced professional standards and manifestations by ways in learning and researching.

Three factors mainly influenced the subject's professional development: individual factors; supportive groups; and the environment. Early childhood educator's individual factors regards personal beliefs, teaching styles, and personal learning experiences. Supportive groups include subject's family members, colleagues, and peers. The environment contains the government, the school administration, variations of policy for early childhood education system, the teaching environments, the expectations of society and individual, the welfare, the safeguard in working, and the opportunities of professional growth and development. The researchers recommended suggestions for further studies.

T74

THE STUDIES OF EVALUATING CHILDREN'S PERFORMANCE

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Abstract

This research determines on the importance of evaluation and empowerment of children. Evaluation practices lead on to be clear about judgment criteria and advances children on their understanding and skill. Through the gathering of children data from time to time, teachers can provide thoughtful information feedbacks for themselves and for children as well. This not only helps teachers on choosing materials in their daily curriculum but also improves their data-gathering skills which can strengthen their confidence in making intelligent judgments. In addition, feedbacks play an important role in between teachers and parents. Concerned parents read from evaluative feedbacks to understand their children's progress and growth. The feedbacks teachers report in face-to-face conferences to parents, encompasses more than academic performance, rather to say, parents also attach importance to children daily-life interaction. Moreover, teachers must manage personal biases; take precautions of letting personal biases influencing their professional judgment. By the word "managing" means to take control of biases, not letting them affect our views on particular children behavior.

Another important element which helps teachers collect individual profiles is through the process of children evaluating their own performance in school. This is developed when children have conferences with the teacher. In these conferences, individual students get to express their opinions which are important information for teachers to evaluate each individual student's condition. Furthermore, since children are to be given responsibility of evaluating themselves, then letting them attend parent-teacher conferences is a good way to express their opinions.

Evaluation indicates teachers to focus on children in a fair, impartial way. Teachers are to understand the correct methods to empower children and keep good interaction with their parents.

T76

THE STUDY OF THE SENSORY EDUCATION OF MONTESSORI METHOD

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Abstract

The Montessori Method has been utilized for over 100 years. Although criticized by some educators, the Montessori method still remains popular in the world. In Montessori's point of view, the senses, being explored of the world, open the way to knowledge. The apparatus for education the senses offers the child a key to guide his explorations of the world and develop the mathematical mind.

The purposes of this study are as follows:

1. to expound Montessori's life story and thoughts;
2. to probe into the Montessori's views on the sensory education ;
3. to review the Montessori's views on the sensory education theory;
4. to induce the results of this study and bring up suggestions for the educators and parents

In order to achieve these purposes, this study is completed under the method of documentary analysis. The first step is to gather relevant document, and then form the frame. The second step is to study and analyze the document.

Based on documentary analysis , findings are as follows:

1. A child whose senses have been educated is different from the one who has not.
2. Human's mind was mathematical by nature, and that knowledge and progress came from accurate observation.
3. The Montessori sensorial materials as a system of materialized abstractions, or of basic mathematics.
4. The sensorial materials may be regarded not only as a help to exploring the environment, but also to the development of the mathematical mind.
5. The child is forming the basis for all later learning, understanding, and personality by what he first takes in impressions using the absorbent mind beginning before birth.

According to the findings of this study, the proposals are offered:

1. The sensory education is the preparation of mathematic education.
2. The sensory education helps children to build the foundation for life.

POSTER PRESENTATION

THEME 3: MULTICULTURAL/CROSS-CULTURAL PERSPECTIVES

H06

CROSS-CULTURAL STUDY OF CHILDREN'S UNDERSTANDING OF EMOTIONAL DISSEMBLANCE: COMPARISON OF CHINESE AND AUSTRALIAN CHILDREN

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Abstract

This cross-cultural study investigated Chinese and Australian children's understanding of emotional dissemblance. Emotional dissemblance refers to the incongruence between the emotion experienced (real emotion) and the emotion displayed (apparent emotion). Display rules, which specify the appropriateness of the manifestation of emotional expressions, are culturally defined (Ekman, 1972). Decisions to express a genuine or dissembled emotion depend upon the degree of status difference between the interactants (Saarni, 1991). Individuals with lower status often control the expression of genuine emotion when interacting with people of higher status (Underwood, Coie & Herbsman, 1992). Cultures vary in emphasis on power distance (Hofstede, 1980). Societies high in power distance have more rules to preserve status differences and therefore encourage emotional dissemblance (Matsumoto, 1996). Cultural variations also exist in the dimension of individualism-collectivism (Hofstede, 1980). Collectivistic cultures emphasize the maintenance of harmonious social relationships, and hence have more stringent requirements for the management of facial displays than individualistic cultures (Bond, 1993). According to Hofstede (1980), Chinese culture is collectivistic and emphasizes status differences. In contrast Australian culture is individualistic and minimizes status differences. Participants were 62 six-year-old Chinese children living in Hong Kong and 96 six-year-old Caucasians living in Australia. They were read hypothetical stories in which display rules would apply. Significant cultural differences were found in children's understanding of emotional dissemblance. Australian children tended to select the same real and apparent emotions, indicating no attempt to hide the expression of genuine emotion. Chinese children, on the other hand, were more likely to regulate their responses. This is consistent with the higher pressure for emotional inhibition in Chinese culture (Bond, 1993). It seems likely that cultural difference in the emphasis on power distance and individualism influence children's interpretation of emotion-eliciting situations.

J19

MOTHERS' BELIEFS TOWARDS MOTHERHOOD AND
THEIR PARENTING FEELINGS IN JAPAN AND CHINA

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Saitama University

Japan

Abstract

Both in Japan and China, trend towards nuclear families is increasing and local cooperation is weakening. Many young people become parents without any experience taking care of infants. In order to enhance the quality of child-rearing, parents' own growth needs to be supported. The purpose of this study is to examine what kinds of beliefs and feelings mothers have in child-rearing and if there are differences in these beliefs and feelings between Japan and China, aiming at obtaining basic information in order to develop parental growth support programs in Japan and China. Four hundred one mothers who live in Tokyo and Shanghai answered questions on working after marriage, working before and after childbirth, parenting feelings, and beliefs toward motherhood. The average figure of mothers participated in the study is as follows: Average age is 36 in Japan, 33 in China; Mothers with bachelor's degree or higher account for 24% in Japan < 42% in China; Working mothers account for 20% in Japan, 80% in China. Both similarities and differences were found about beliefs towards motherhood between Japan and China. For an example of difference, Japanese mothers have a strong belief that "mothers need to concentrate on child-rearing until children become three years old, or children are negatively affected." Many mothers, both in Japan and China, feel fulfilled and happy in raising children. At the same time, they feel burden of child-rearing. Psychological burden is bigger in Japan whereas economical burden is bigger in China. These results were discussed from the viewpoint of the economical development and change of child-rearing culture in Japan and China.

J25

CULTURAL FUSION OF JAPANESE VIEW OF NATURE AND WESTERN
VIEW OF NATURE IN EARLY CHILDHOOD EDUCATION IN JAPAN**Manabu Sumida**

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Japan

Abstract

In this study, a new cultural fusion model of the Japanese view of nature and the Western view of nature was proposed in science activities for early childhood. The characteristics of the Japanese view of nature are not to distinguish between nature and art, and between nature and human being. Rich natural environments are provided to young children in Japanese kindergartens, otherwise there are very few activities to observe natural things objectively or logically. Kawasaki (2002) elucidated that the Japanese worldview is basically different from the W-scientific worldview. He argues that the Japanese worldview leads Japanese people to search the phenomenal world for what appears to be so. For example, the purpose of activities such as collecting and raising insects which are very popular activities in Japanese kindergartens, are not to study body parts and the ecology of insects but to acknowledge the importance of life, appreciate and respect it through experiences of becoming familiar with surrounding animals and plants. In this paper, activities to make simple enclosed specimens and observe insects that were proposed in a series of activities to collect and raise insects in Japanese kindergartens. The enclosed specimen proposed here is (1) easy to make, (2) clean and able to be preserved long, (3) able to make observations on insects in all seasons, (4) strong against damage and observable from multiple angles, and (5) facilitate observation of dangerous insects. Children are able to continue observing scientifically after death insects that they collected and raised using their specimen. To observe insects continually encourage children to be familiar with, appreciate and respect them, and can lead to unexpected discoveries about insects. For example, children discovered that there are individual differences in the body length and antenna among the same kinds of insects.

T37

USING MULTICULTURAL PICTURE BOOKS IN KINDERGARTEN

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Abstract

In the past ten years, the number of children born in families with Southeast Asian mothers and Taiwanese fathers increased rapidly. Kindergarten children in Taiwan now have more and more opportunities to work and interact with children from diverse backgrounds. In order to help children reduce prejudice and develop positive multicultural attitudes, it is important to help children become aware of cultural differences and similarities. Using multicultural picture books is a good way to do so.

The goal of this poster presentation is to facilitate conversations among early childhood professionals who are interested in using multicultural picture books in kindergarten and preschool classrooms. In this poster session, the presenter will (a) review relevant theories of multicultural education, (b) discuss useful strategies for using multicultural picture books, and (c) share her experience of using multicultural picture books in kindergarten to help children develop multicultural awareness. Two lesson examples will be highlighted. The first one, *Wake Up the World*, introduces the daily lives of children from different countries. The second one, *Yoko*, introduces cultural foods around the world.

Children who have participated in these two lessons showed great interests in learning different cultures. They were able to see things from different points of view and were willing to accept cross-cultural customs. Furthermore, some of the children were able to understand the multicultural messages that the picture books tried to convey.

T50

THE STAR IN THE DARK: A CASE STUDY ABOUT LANGUAGE DEVELOPMENT AND DRAWING OF A “NEW TAIWAN’S CHILD” THROUGH STORYBOOK READING

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Abstract

There are over 400,000 immigrant women who marry to the Taiwanese men until today. We usually call them “New Immigrant Spouses” and call their children “New Taiwan’s Children”. Besides accommodating to a brand new environment, the main duty of these New Immigrant Spouses is to have children. However, few reasons (e.g., their native language is not Mandarin Chinese or Taiwanese) make them difficult to teach their Taiwan-born children their native language, even to educate them. Therefore, the education about children of immigrant mother becomes an important issue and research topic in the past few years.

The subject of this case study is a three-year-old boy who has a Taiwanese father and a Vietnamese mother. His language development falls a little bit behind than other children. This study thus attempted to use storybook reading activities for eight weeks to enhance the boy’s drawing and language capabilities.

The results on language dimension found that:

1. The boy learned to browse the storybooks by himself.
2. The boy could discuss the content of the storybooks and draw the plots of the storybooks. He discussed more when he read familiar parts of the storybooks.
3. The boy could use simple sentences to tell the stories from those storybooks.

The results on drawing dimension indicated that:

1. The boy could draw the shapes of circle, triangle, and rectangle.
2. The boy could recognize the colors of red and green from the colors of the animals’ facial features.
3. The boy’s drawing abilities was enhanced from imitated-drawing to stippling and to concrete model. That is, the boy’s drawing ability was enhanced from pre-schematic stage to schematic stage.

In the final part of the study, the researcher brought up more discussions and made few recommendations from above results.

T73

TEACHING STRATEGY FOR INDIGENOUS
CHILDREN'S MOTIVATION TOWARD SCIENCE:
TAKING AN SOCIOCULTURAL LEARNING THEORY PERSPECTIVE

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Abstract

This paper describes the application of sociocultural learning theory to considerations of enhancing learning through the use of culturally appropriate practice in science education for indigenous children. There is a growing decline in academic performance in science education for indigenous children. However, the role of children's spontaneous incitement approaching science and teachers' attitude facing scientific pedagogy are two key essential in students' further persistence within science education. Though, 5-E Learning Cycle and developmentally appropriate practice are general adopted in science education, but some researchers believe DAP represent normative behaviors for middle class children with mainstream culture, and there is resistance from other culture to adopt DAP. As the importance of culturally appropriate practice that emphasizes culture, tribal tradition continues to be recognized by researchers, the benefit of culturally responsive, culturally based, culturally infused teaching program are gradually understood.

Thus, this paper attempts to provide early childhood education professionals with integration of developmentally appropriate practice into traditional science curriculum in culturally appropriate ways. In Vygotsky's view of taking a learner-centered approach, learning is embedded within social and culture events, and social interaction plays an essential role in the enhancement of learning. We found that from the collection data of indigenous knowledge, culture, legend and ceremony and connected with science concept, science education based on culturally appropriate practice within sociocultural learning theory can be constructed for indigenous children and further, for immigrant children from other Asian culture.

Ultimately, teaching strategies for indigenous children's motivation toward science is recommended. First of all, preschool teachers need to have self-awareness of cultural diversity and to realize how their bias could affect children's learning and to become culturally competent teachers. Secondly, science education within culturally appropriate practice should be further studied and constructed. Finally, concepts of multi-culture should be reestablished in teacher education.

K49

CHILDREN OF IMMIGRANTS IN KOREA: PARENT AND TEACHER BELIEFS ON LANGUAGE EDUCATION

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Abstract

Focusing on language education, this study attempts to understand educational environments surrounding children whose mothers immigrated into Korea from other countries through international marriage. It also examines the aspirations the parents have for their children's education.

Like other industrialized countries, rapidly increasing number of recent immigrants has changed ethnic composition of Korean society. The most recent wave of immigration into Korea is through international marriages that Korean men of rural farming area marry non-Korean women, mostly from Vietnam, Philippine and China. According to the National Statistical Office of Korea(2006), it accounts for more than 10% of the total number of marriages in 2005.

The increasing diversity of Korean society gave educators a responsibility for helping the new members to adapt successfully to the society. According to the studies conducted in the countries that have long history of immigration, language is the core factor of immigrants' successful adaptation. In this context, study focusing on language education in Korean context will give implications on policy and educational practices of children with multicultural background.

Data collecting methods of this study were interview and participant observation. 20 mothers from Vietnam and Philippine were interviewed as well as language therapists, and preschool teachers. Also participant observation at their homes and preschool settings was conducted.

Preliminary results of the study indicate that the mothers recognize the importance of language as a crucial factor in their children's school adaptation. The mothers are willing to help their children learn Korean language before the children start school, however, their limited Korean language ability and conflicting childrearing values hinders them doing so. As a result, most of them rely on preschool do the job of helping their children learn Korean language and culture but teachers lack resources and knowledge about language education for children with multicultural backgrounds.

T30

SOUTHEAST ASIAN IMMIGRANT MOTHER AS
A MULTICULTURAL PARA EDUCATOR

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Abstract

Culture identity affects the kindergarten life adjustments of Southeast Asian immigrant mothers' children in Taiwan. When kindergarten teachers face the situation, they have more desire than power on it. In the other hand, the Southeast Asian immigrant mothers can not find a perfect place to sit in. The purpose of this action research is to support mothers from Southeast Asia to have a profound understanding of the multiplication of margins of their status. The study was design to enhance Southeast Asian females to empower themselves, and to be multicultural Para educator's further steps.

Based on the perspective that life stories of individuals reflects the culture the one belong to, "narratives" was applied in this action research as a instrument to extend one's experience of cross-culture encounter, to recognize the similarities and differences between "us" and "them", and to provide an opportunity for deep reflections in the identity of cultural self.

In order to assist Southeast Asian females to explore their personal ability, few phases were proceeding.

1. A narrative group was set up for the Southeast Asian immigrant mothers. The group assist each member to formulate a coherent and insightful self-narrative.

2. Story tellers chosen from the narrative group become the multicultural Para educators.

3. Multicultural Para educators joined an elementary teachers' multicultural class tell their life stories to the class.

4. Those elementary teachers from the multicultural class write the Southeast Asian immigrant mothers life stories. Apply the life stories as the teaching material in the elementary school classroom.

The research explored the moving frame and the affection of the Southeast Asian immigrant mothers from their stories. Solid suggestions of multi-culture training course also provided.

Keywords : narrative, multi-culture, Southeast Asian immigrant mother, action research

POSTER PRESENTATION

THEME 4: MULTI-DISCIPLINARY PERSPECTIVES/CROSS-DISCIPLINARY COLLABORATIONS

T45

EFFECT OF CLASSROOM-BASED FACILITATED COMMUNICATION TRAINING USING GESTURES ON COMMUNICATION SKILLS OF CHILDREN WITH LANGUAGE DISORDERS

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Abstract

A quasi-experimental design was applied to assess the effects of classroom-based facilitated communication training via gestures in improving the speech-language comprehension and expression for children with language impairments. Nineteen children with language deficits participated. Children aged from three to six years old from an early intervention center in southern Taiwan. Each child participated in a thirty minutes per week, twelve weeks therapy program in conjunction with team-teaching method. Both quantitative (curriculum-based measurement) and qualitative (focus group interviews, observation, videotape analysis as well as researcher's insight journal) data collection methods were employed to investigate the effect of an experimental teaching program in enhancing the communication skills of the experimental group.

The results showed that in the experimental group, a significant difference was found between the pre- and post-tests of the vocabulary comprehension and expression. That is, the experimental group did much better in the post-test than in the pretest. In addition, a significant difference also emerged in terms of the post-test gains between the experimental and control groups. The direct effects of experimental instruction program were substantial in speech-language comprehension and expression together with two-way communication in experimental group. As evidenced by the results of quantitative data analysis, teacher's subjective viewpoints and the researcher's observation. These effects were particularly relevant in the case of children who had no speech ability but were capable of imitating, or who were easily distractive. In regards to indirect effect, children were better able to sustain learning over time through use of a team teaching approach and classroom modification. Team teaching allowed teachers to develop a gesturing habit while they talked, slowing down their speech, and emphasizing keywords.

Keywords : Classroom-based, gestures communication, language disorders, communication abilities

T48

THE APPLICATION OF CHILDREN'S BOOKS IN SPEECH-LANGUAGE THERAPY

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Yueh-Hsien Lin

Janice Chialing Liu

Wan-Jin Lin

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Abstract

The research is design to explore strategies for speech-language therapists applied to the children with language disability in Taiwan. Two senior speech-language therapists and four language disability children participated in the study voluntarily. The data was collected in the classroom included language therapy session taping, observations, and therapists' interviews.

The research results are: two therapists would consider children's language ability and interests ahead in order to select suitable children books for the participated children. During the therapy sessions, the seating arrangement was designed as the speech-language therapists holding the child in arms, sitting next to each other in order to have children to focus on the therapist. The participated children's learning enthusiasm was enhanced when the pictures and book titles were introduced. Naming pictures is the most common strategy that two therapist applied to the children who has low speech development. The two therapists repeated questions when children with lower speech-language ability did not response immediately; repeated questions, repeat children's answers, integrate questions, or re-arrange questions into other words as the most common methods applied in the session. Higher speech-language ability children were applied with "in another words" questions, or expanding questions to improve their speech-language ability. Two therapists employed children's books as the extended activities after the regular therapy session. Dues to children's individual speech-language ability, participants with lower speech-language ability would proceed related activities after the instruction, higher ability children are proceeding a regular discussion session.

Keywords : speech-language therapy, children's book

J16

CURRENT SITUATIONS OF PATERNAL CHILD-REARING AND EFFORTS
IN SUPPORTING FATHER-CHILD RELATIONSHIPS IN JAPAN

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Abstract

In Japan, fathers do not participate much in child-rearing activities, and thus mothers tend to play a central role in child-rearing. Therefore, mothers feel increasing anxiety about child-rearing, leading to decrease in the quality of child-rearing environments. It is the urgent need to encourage paternal child-rearing and to create culture where both mother and father jointly nurture their children. The purpose of this study are to analyze factors that keep fathers away from child-rearing activities and to propose support measures aimed at establishing father-child relationship. A questionnaire study was conducted with 1150 fathers of infants or toddlers living in the Tokyo metropolitan area to assess motivation for child-rearing, degree of participation in child-rearing activities, parenting emotions, and attachment to their own parents. From a cluster analysis of willingness to share child-rearing and degree of participation, the fathers were grouped into three clusters: high willingness and high participation (HH) group, high willingness and low participation (HL) group, and low willingness and low participation (LL) group. Work-life balance in the HH group was in good equilibrium compared to other two groups. Individuals in the HL group had stronger feeling of guilty for not being able to perform the paternal role. Individuals in the HH group had stronger negative images for their own father and mother, indicating that they learned from their parents as negative examples. Different support programs are thought to be required for the LL group and for the HL group. Finally, we present here an actual father support program that was jointly conducted by university, NPO and kindergarten, based on these results, and with the objective of encouraging paternal child-rearing.

T16

CHILDREN, THE MORE FRUSTRATION YOU GET THE MORE
BRAVE YOU WILL BECOME DISCUSSING HOW PARENTS HELP
THEIR CHILDREN IMPROVE THE TOLERANCE OF FRUSTRATION

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Abstract

The main purpose of this research is to discuss how parents help their children improve the tolerance of frustration. Using the qualitative research method, and through the thorough interview, literature review and data analysis, several suggestions are concluded from the present research:

1. Commiseration can not make up the children's misfortune. Parents must give their children the sense of security, and the keen responses and care at the right moment. Therefore, children will feel safe, satisfaction and full of hope.
2. Parents should encourage their children themselves to explore and practice, and summarize the experiences, which can educate children how to face up to failure and frustration.
3. Parents should give their children the right to choose in the arrangement of their daily life.
4. Parents should teach their children how to control the mood, and dispel the pressure and anger.
5. Using "reward" in the right timing/Using the "reward" selectively.
6. Telling some stories about the famous people who defeated the frustration and obtained the success.
7. Parents must set a good example for the children.

Keywords : Frustration, Tolerance of frustration, Parent education

T71

INTERACTION AND RESPONSE THAT THE GRANDPARENT-CHILD
READING THE PICTURE BOOK ARE STUDIED

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Abstract

The aims at this study is understanding the grandparent and grandchild read reading reacting to picture book in the course altogether, read more trust and know in order to offer the masses altogether about the grandparent and grandchild. Taiwan has already entered the old society gradually gradually at present after all, and double salary family and foreign rate of spouse rise year by year, so research, Grandparent-Child Reading, can be offered to the society as reference.

This study is to proceed research in participant observation. I take a grandmother 60 years old and a young children three years old as target research people, use this picture books -"The Very Hungry Caterpillar","Brown Bear, Brown Bear, What Do You See?","14 Mice Move". The major finding of this study are as following:

1. Way to tell stories, grandmother focuses on experience of life to share with what has been experienced subjectively.
2. Grandparent and grandchild, when reading altogether, focus assemble information at books, for example several child, know color, words meaning, etc. Intellectual issue many, closed questions are many.
3. Grandmother temper with one's own abundant experience of life, see the picture and speak experience is associated smoothly.
4. Grandmother was less likely to have intonations to change voice when reading altogether, mostly elaborate and narrate; Have limbs movement is it strengthen whom spoken language express fewer than place, in order to is it read interest of activity altogether to increase to come occasionally.
5. Grandchild answer grandmother's question in order to nod or stare at her.

According to the result of study, this research tells stories in the way to grandmother and studies and puts forward the suggestion on the future respectively.

Keywords : Grandparent-Child Reading , Picture Books , Chinese environment , Interaction Grandparent-Child Reading Grandparent and grandchild read together

J05

WHAT ARE CHILDREN LEARNING THROUGH FREE PLAY ACTIVITIES? ; GATHERING DATA TO DESIGN PRESCHOOL TO ELEMENTARY SCHOOL TRANSITION PROGRAM

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Abstract

The lack of smooth transition to elementary school has been criticized, in Japan. Needs for transition programs will be strongly mentioned in coming revised national guidelines, in 2008.

The purpose of this study is to reveal what are children learning during free play activities in preschool and correlate the contents of their learning with those of elementary school's subjects.

Visual data of free play activities of 5 year-olds class in the Univ. Lab. Kindergarten were gathered for 39 days from Oct. 2006 to Dec. 2007. The episodes were examined and contents of their learning were compared with those that enumerated in the national guide line of elementary school education.

As the result, it was made clear that all of play episodes include contents of learning in more than one subject in elementary school education. This revealed that the preschool children's free play activities provide multiple learning opportunities. Though the free play approach is different from the structured approach of elementary school, varieties of the subjects did not show the wide difference. The quantities of contents were quite similar to those provided in physical education, art, and life environment studies. Their might have some individual difference as each child has its own preference. We focused on a child but the child did not show a selection bias during the observation period. Some contents shown in free play activities were the same as the one they teach in the 5th grade.

From the study, the importance of transmitting information about the contents of learning in early childhood education is suggested, though information is limited to only about family and children with special needs, in Japan. The transition program should not expect to provide early instruction of studies but correlate what children learn in preschool with what children learn in elementary school.

J23

SINGING ABILITIES OF PRESCHOOL AND ELEMENTARY SCHOOL CHILDREN: ASSESSMENT OF THE VOCAL PITCH MATCHING ABILITIES

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Abstract

The vocal pitch matching ability is the one of the very important ability in music education. This study focused on children's development of pitch matching ability. As for assessing children's pitch matching abilities, children listen to music and asked to reproduce what they listened. The examination was taken place from September to December in 2004 for children of two classes of 4 year-olds and 5 year-olds from two kindergartens and each grade classes of elementary 1st, 2nd and 3rd. One of the kindergartens is offering play based activities and the other is offering music activities intentionally.

Types of input musical sources were 1) piano sounds, 2) voice sounds, and 3) talk sounds. Children are asked to reproduce these 3 types of input sounds five times for each. 5 people rated children's performances by 5-point scale.

As the result, 3) inputs lead the right answer in all age group of children. The second best was 2) inputs. It was made clear that it is easier for children to match the pitch with voice sounds inputs, and it is much easier with inputs with meanings. From our study, it is suggested that playing piano is not always necessary in singing instructions but showing a role model in singing is more effective in order to improve children's singing abilities.

There showed big progress between 5 year-olds and 1st grade children. The predicted reason for this is that music education in elementary school is much more constructed and with clear aim of music experience. Comparing two kindergartens, children's pitch matching ability was higher in the kindergarten offering music activities intentionally.

The importance of designing more objective music activities in preschool education is suggested. It is also suggested that the music programs in childhood education must be designed with nursery rhymes and daily play.

K04

THE COMPARISON OF KOREAN KINDERGARTEN CURRICULUMS
BETWEEN FORMER AND CURRENT REVISION FOCUSED ON
ECO-EARLY CHILDHOOD EDUCATION

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Abstract

The national guidelines for education reflect social philosophy and educational goals. Korean administration for education released a national curriculum revision in 2007. This study is aimed for Korean early-childhood educational changes and directions. We compared the previous Korean kindergarten curriculum revisions with the current revision. While reviewing the Korean kindergarten curriculums, we analyzed their words and sentences, and compared their educational objectives contents focused on Eco-early childhood education.

The results are as follows:

First, Korean 2007 curriculum revision reflected the current social, global issues and national educational goals. After Korean public started to face with the serious problems with ecology and humanity, they decided to change the national curriculums to solve them. The 2007 revision of Korea kindergarten curriculum has focused on Eco-early childhood education. The background of the curriculum explained more than before connecting with the educational philosophies. Both curriculums contain the similar views of pro-naturalism, community spirit and harmonized humanity, but the revised curriculum is more based on the eco-early childhood education.

Second, the current curriculum has strengthened pro-naturalism, community spirit and harmonizing humanity. Due to the various educational intentions, the contents of the curriculum can be understood differently. By discussing philosophy at the beginning, people will acknowledge the new trends and follow the educational changes.

Lastly, a school-based curriculum also needs to be focused on eco-early childhood education philosophy. Therefore, the curriculum should explain more specifically about what to teach and how to teach as well as learning environments.

POSTER PRESENTATION

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

K05

THE DEVELOPMENT OF WOOD-WORKING PROGRAMS FOR CHILDREN

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Abstract

A great deal of attention has been given over to the educational value of play in the learning centers. Yet, many classrooms overlook one of the most developmentally appropriate and enjoyable play media of all - woodworking.

The purpose of this study was to find out the effects of introducing woodworking program and evaluating the activities while setting a woodworking center in the kindergarten.

Sixty five-year-olds were engaged for the woodworking project twice a week for one-year. Daily observations, and interviews with teachers and children were done to collect the data. And the field notes were transcribed and analyzed.

The study identified five developmental stages in woodworking activities. And by choosing the proper tools, selecting developmentally appropriate activities, teaching safety rules, and above all, closely supervising all activities, the study found that young children can explore and learn in the world of woodworking.

K13

A QUALITATIVE STUDY ON CHILDREN'S GAME MIND AND TEACHER'S ROLE IN CHILDREN-INITIATED GAME BASED ON LITERATURE

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Abstract

This study started out as an attempt to find out what kind of game mind children themselves form and teacher's role in children-initiated game based on children's picture books. We chose one kindergarten in a middle-class residential area in Seoul of Korea, and conducted participant observations and interviews there from April 2007 through February 2008. Participants were 50 children, 5-years of age and two teachers. The data were collected mainly through participation observation, main in-depth teacher's interview, and teacher's reflective journals. The observation time for children-initiated game making and playing was 200minutes a week. All data was categorized using content analysis and meaning analysis.

The results of the study are as follows. First, the observed characteristics of game mind in children-initiated game were reasoning, problem-solving, decision making, idea production, creative expression, and ideational fluency. Second, teacher's role of children-initiated game revealed roles of supporting environment, scaffolding, reflective thinking. But the roles of scaffolding and reflective thinking were performed undesirably.

Since, as this study shows, children-initiated games contain a great many mental ability, and the results of this study may be used as an guidelines to facilitate children's game mind. The study also provide useful implications for children's improvement of mind that children require conditions and context to fully realize their abilities.

POSTER PRESENTATION

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

K36

A STUDY OF THE EDUCATIONAL PROCESS MANAGEMENT OF THE INTEGRATION OF SPACE OF THE COOPERATIVE CHILD-CARE CENTER

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Abstract

The propose of this study is to understand how the characteristic of the integration of space which is the important part in organization and management of early childhood education, is revealed specifically in managing educational process of the Cooperative Child-care Center.

The proceeding researching was carried out for this purpose and S care center was chosen as the participant organ in this study. The field study and interviews with teachers and parents were done as well as various kinds of documents in the center were gathered through 35 sessions from Jan 2, 2007 to Apr 24, 2007. All the collected data were classified and analyzed by theme.

The result includes the followings:

Most of all, the place is set up in order that children can move about willfully. The indoor and outdoor spaces of the center are not the constricted ones divided by ages, floors, and functions, but the open ones where children move around and live to the full. Besides, the place for education is also integrated and taken advantages of in various ways. This kind of place integration is carried into place enlargement including the local community beyond the care center, which has come true through daily outing.

Therefore, the characteristic of the integration of space of the S care center indicated that the opening spaces provided more various experiences of life than restricted ones for children.

K43

COOKING ACTIVITIES FOR THREE-YEAR-OLDS IN CLASSROOM

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Abstract

Young children are sensory learners. They use all their senses to explore the world. Cooking activities gives children plenty of interesting sensory experiences every day. Cooking project in class for young children is a valuable experience. Through cooking projects, children have the opportunity for concrete math concepts and language experiences. The cooking corner in class provided a safe and rich environment and allowed children to cook different dishes. The posted recipe is a part of the print rich atmosphere in classrooms. The measurement required in cooking with liquid and dry ingredients show children a real use of number.

The purpose of this study was to find out the effects of cooking activities in class for preschool children. Sixty three-year-olds were participated for the study for 8 weeks. Qualitative approach was applied as the research method; observations, and interviews with teachers and children were used for data collection.

While observing the cooking activities, this study found young children learned about nutrition and increase their willingness to try a new food. They developed with concepts through counting and measuring and furthermore they recognized symbols and words. And children could learn to follow directions and cooked cooperatively with others.

K44

A Brain-based Program for Children to Enhance Learning Abilities in Attention : Using the Special Workbook

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Abstract

The purpose of this paper is to provide the new program to enhance child's learning abilities, especially in attention, by means of brain training and to demonstrate the effectiveness of the program. As a first step to development the program, We analyzed brain training programs according to some criteria and concluded that previous programs had several problems when those were used for young children. The main problem of previous problems is that many of the programs are based on the computer on web site in the form of games. It means that it is too difficult for children to understand the games due to the level of cognitive development and lack of operation skills to the computer. It means that those programs are not developmentally appropriate for them. Therefore we developed the new program based on brain training for non-school aged children, especially in attention. Our program is provided with workbooks based on a study saying that a work book is better media than computer for young children. Another difference is the emphasis on the executive functioning, especially self-regulation. We expect that children can be motivated as an active learner in the process of planning, following directions correctly, monitoring their performance with guided instruction by themselves, evaluation and re-planning by feedback in a repeated way. In order to assist this process, it is included some tools such as a sandglass, a graph and audio CD.

The program has been provided for children aged 6~7 years and twice a week for 6 weeks. The results of this study are under the analysis and we expect to show the effectiveness of improving attention ability with the new program and to provide a new perspective for education.

K51

YOUNG CHILDREN IN “NATURE” AS A CLASSROOM: REVISITED

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Abstract

The purpose of this study was to understand what young children feel nature as a place for their daily activities and how young children perceive nature. To understand what nature means to young children and how young children perceive nature as a kindergarten setting for their daily activities, this study was conducted by using qualitative research method.

Three research questions were developed as following:

1. What do young children feel toward “nature” as space?
2. What were young children’s roles in nature as a classroom?
3. How did young children perceive nature in terms of ecological perspectives?

The researcher attempted to describe young children’s perspectives toward nature as an activity setting, using cultural-descriptive approach. Therefore, young children’s interactions with nature were concerned with process rather than simply with outcomes or products. Four young children were selected in a public elementary school annexed kindergarten classroom with multi-aged children in Pusan. The researcher participated in all classroom activities as a head teacher for the class while collecting data. The data collected with the method of participant observation included field notes, photographs, videotapes, audiotapes, personal documents, memos, portfolio, and other official records. To analyze collected qualitative data, open coding was conducted for categorization to answer the research questions. Findings as the results of this study were as follows. First, young children considered nature as an activity place rather than an empty space. As they compiled memories about nature, young children developed a sense of place. Roads were the main factor for young children to lead into a new place. Young children actively explored the new place with the help of roads. Thus, nature was meaningful and became another classroom to young children. Second, nature itself was a classroom. Young children explored the meanings of nature with a sense of place as they have had experiences with nature. Young children immersed to nature as companions. They explored nature using their all five senses. Young children were also very sensitive toward nature. While they were exploring nature, young children developed some questions and sought answers from books by themselves. In addition, young children developed a sense of imagination as they interacted with nature. They sometimes symbolized themselves as cartoon characters in TV programs. Third, young children perceived nature as their own friend. They interacted with nature actively and freely. Young children used the technique of personification with empathy to communicate with nature. They developed the feeling of friendship with nature and attached to nature in an ecological perspective. As a consequence, they were aware of environment in terms of both protection and love. Having more opportunities to play with and interact with nature, children structured positive attitudes toward nature and environment.

K51

A STUDY ON EARLY CHILDHOOD ECONOMY EDUCATION USING PICTURE BOOKS

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Abstract

1. Purpose

The purpose of this study is to classify picture books into two groups of books which can be used in early childhood economy education and are being used for young children's economy education, and identify basic concepts of economy, contents and related concepts of early childhood economy education in picture books. The research questions are as follows: First, what are the basic concepts of economy in picture books used for young children's economy education? Second, what are the contents and related concepts of early childhood economy education in picture books which can be used in early childhood economy education and are being used for young children's economy education? Third, what are the teaching objectives and contents of early childhood education curriculum in picture books used for young children's economy education? Fourth, what are the educational teaching methods of economy education in the picture books used for young children's economy education? Fifth, what kinds of picture books are effective for young children's economy education?

2. Methods

Eight teachers with 13.6 years of teaching experience in average in kindergartens recommended lists of fairy tale books for young children's economy education. Among the books on the recommended fairy tale book lists by the teachers, 88 fairy tale books were selected for the study.

3. Results

It was found that the basic concepts of economy in the picture books were money value, exchange value, supplement, and substitutes. Second, as the contents and related concepts of early childhood economy education, 77.3% of picture books included consumption. Third, among four different teaching objectives in the national curriculum of early childhood education in Korea, at least one objective was included in 96.6% of the picture books. Fourth, educational teaching methods used in the picture books were understanding, change of attitudes, applying to real life, action, and making rational decisions. Fifth, picture books about knowledge-based information were more effective for young children's economy education than traditional story books or creative fantasy stories. In addition, it was clear that the development of economic thinking was different depending on children's age. In this sense, it is suggested that appropriate age levels for reading picture books need to be identified when the books are published. It would be helpful both for parents and for teachers in choosing picture books for their children.

K51

THE ACTUAL CONDITION OF APPLICATION OF REGGIO EMILIA APPROACH TO EARLY CHILDHOOD EDUCATION AND THE TEACHER'S RECOGNITION ON THE IN-SERVICE EDUCATION OF REGGIO EMILIA APPROACH

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Abstract

The purpose of this study was to investigate the actual condition of application of Reggio Emilia Approach to early childhood education and the recognition of teachers about in-service education of Reggio Emilia Approach by looking into Emergent Curriculum, Social Interaction, Physical Environment, Cycles of Symbolization, Drawing to learn. The research questions for the purpose of this study are as follows: First, is there a significant difference in actual condition of applying Reggio Emilia Approach to Early childhood Education according to teachers' academic career and teaching career? Second, what aspects are shown in teachers' recognition of Reggio Emilia Approach? Third, is there a significant difference in recognition of Reggio Emilia Approach to Early childhood Education according to teachers' academic career and teaching career? Forth, what aspects are shown in teachers' recognition of in-service education of Reggio Emilia Approach? Fifth, is there a significant difference in recognition of in-service education of Reggio Emilia Approach to Early childhood Education according to teachers' academic career and teaching career? The subjects in this study were 251 teachers of early childhood education and they are actually using Reggio Emilia Approach in their classes.

The results of this study are as follows: First, there was significant difference in Emergent Curriculum, Drawing to Learn, Cycles of Symbolization, Social Interaction according to academic career, which means that the higher academic career was, the higher score of these area was. But it was not high following teacher's teaching career except Social Interaction area. In other words, in the highest group of career the score of Cycles of Symbolization and Social Interaction was the highest. In the second highest group of teaching career the score of Drawing to Learn was the highest. In the lowest group of teaching career the score of Emergent Curriculum, Physical Environment, Documentation were the highest. Second, it was discovered that inappropriate Physical Environment and lack of knowledge were recognized as obstacle of applying to actual situation. Almost all teachers had a great deal of enthusiasm whereas they had scanty knowledge of applying it. The problems were the shortage of teachers, pedagogists, time for supporting children and proper ratio of children per teacher. To solve these problems, it is necessary that enough number of teachers should work flexible hours. And also specialized pedagogists should be arranged for advising teachers. Third, there were significant difference in motivation and positive change of teaching according to academic career. In other words, academic background is considered as an important factor of motivation and positive change of teaching. But there were no significant difference in these two area according to teaching career. Forth, it was dominant that the purpose of in-service education and the reason of participation was due to external factor. But the purpose was changed to get more knowledge of the approach during the education. The most desirable contents of Reggio Emilia Approach was Emergent Curriculum. And also Implementation, Documentation, and General Remarks were equally demanded as a high rate. It is needed that the overall knowledge and specific character of Reggio Emilia Approach should be reflected to current contents of education. Fifth, there were significant differences in the purpose of teacher training, the reason of participation according to academic career. The purpose of in-service education was for obtaining the knowledge of Reggio Emilia Approach in the highest academic career group. In the highest academic career group the reason of participation was more spontaneous than the lowest one. For the steady efforts of education, most teachers in higher academic career group were trying to obtaining professional and objective knowledge rather than interaction with colleagues. In addition, there was significant difference in most desirable contents of the approach according to academic career. In the lowest two group, it was Emergent Curriculum, in the highest group, it was general remarks of Reggio Emilia Approach.

T02

HOW THE KINDERGARTEN TEACHERS INSTRUCT SCIENCE AND THE PREDICAMENT ARISE FROM TEACHING THE THEME OF “STONE”

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Abstract

Science is everywhere in life, which our living environment is full of scientific elements. Young children may do their activities to find out scientific phenomena and the spirit of science. In this study, we explore the current instruction of science in the kindergarten, and detect some predicament from teaching. We are curious about why teachers can not actually use their knowledge to teach children.

The purposes of this research are:

1. To study the current implement of the science teaching.
2. To find out what kind of difficulties for the teachers who teach children in science.

This research can analyze some phenomena into two aspects: for the students and for the teachers in the kindergarten.

For students: in the class:

1. The thoughts of the kindergarten teachers deeply affect to the design and arrangement of any scientific activities.
2. The teachers use the enclosed question to ask their students. This becomes learning barriers for students' thinking.
3. The experiments of natural science degenerate into the amusing activities.

For teachers in teaching difficulties:

They face a lot of scientific terms. They do not know how to make explanation to guide the students.

They get less support from the kindergarten education system about teaching natural science.

They emphasize the scientific knowledge and neglect to raise scientific attitude to pursue the real truth and meaning.

In conclusion, the researcher according to this research discovers makes some suggestion. The teachers should give children plenty of time and opportunity to attend scientific activities. Also, they should make their students participate in group discussion. When the teachers feel insufficient in specialized knowledge, the kindergarten institutes should arrange thorough study and makes good use of the community resources. It enables to have the depth and the breadth of teaching for the kindergarten teachers.

Keywords : Science teaching The predicament of science teaching.

T18

A CASE STUDY OF STRATEGIES AND DIFFICULTIES ON TWO NURSERY SCHOOL DIRECTORS' CURRICULUM LEADERSHIP

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Abstract

Nursery school directors' curriculum leadership takes a very important role in the process of curriculum reform, and it is also a key factor influences nursery school management and development. The studies of preschool directors' leadership in Taiwan almost focus on general administration. The purpose of this study is to explore curriculum leadership strategies and difficulties of two nursery school directors. Using the methodology of case study, the researcher collect data through long-term observation, interviews, documentation and on-site notes in the research nursery schools between September 2005 and July 2006.

Based on the result of research, the following conclusions are attained:

1. Director Zheng adopts low relation and high job-oriented of leadership style while director Wang is high relation and low-oriented. Director Zheng uses "presentation of authority", "formation of group participate" management method while director Wang used "high caring", "empowerment" method. In order to improve curriculum problems, director Zheng takes strategies including: plan teachers' professional development activities, design and promote curriculum programs. Director Wang adopts "build shared vision" and "create an atmosphere" to encourage teachers' will for participating curriculum innovation.

2. Both nursery school directors encounter dilemmas, including:

- (1) The professional abilities of curriculum are not enough—teachers prefer the director to provide concrete and explicit method, but directors can't transform curriculum theory into practice.
- (2) Because teachers' education beliefs are different, they are unwilling to innovate.
- (3) Teachers are vary busy and lack time to implement new curriculum.
- (4) The parents' belief effect curriculum decision-making.

According to the conclusions of this study, the researcher suggests nursery school directors should enrich curriculum theory and practice, condensation common education idea, and attach importance to administration and curriculum leadership roles.

Keywords : Curriculum leadership, Nursery school director

T21

THE INVESTIGATION ON TEACHING STRATEGIES TO LANGUAGE DISORDER AUTISM CHILDREN

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Abstract

The purpose of this study was to find out efficient teaching strategies to help language disorder Autism children obtaining better learning effects. There were three five-year-old Autism children participating in this study. This study lasted for five months. Observations and semi-structured interviews with kindergarten teachers, social workers and parents were the main methods in this study. For conclusions were as follows:

1. Imitative speech: playing the same audio book constantly could improve their language ability in a short time.
2. Painting: it could help children expressing their inner world and it also could help teachers guiding them to express what they thought.
3. Flash cards: Children who had no language ability at all, flash cards could help them to communicate with others.
4. Gesturing: By gesturing instruction, children could understand better what teachers' want to express.
5. With other peers: By encouraging interaction with other peers autism children learned better.

T24

THE UTILIZATION OF MONTESSORI TEACHING AIDS IN PRESCHOOLS
WHICH DIDN'T ADOPT MONTESSORI METHOD IN TAIWAN

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Abstract

Among variety of teaching methods in preschools, the Montessori Method is highly accepted and takes an important role in the history of teaching method. Although the amounts of preschools which adopting the Montessori Method are decreasing nowadays in Taiwan; yet, according to the researcher's observation, the Montessori Teaching Aids are still popular here in Taiwan. No matter what kind of teaching method was adopted in the preschools, many of the managers were willing to spend lots of money on purchasing the Montessori Teaching Aids in despite of their high price. Therefore, the researcher had developed some questions described following:

Is it exactly a common situation in Taiwan that the Montessori Teaching Aids are possessed by the kindergarten which didn't adopt the Montessori Method? What's the reason for it?

How were these Montessori Teaching Aids applied in the class by the teacher without the professional training of Montessori Method?

To answer the questions above, both quantitative and qualitative research method were adopted. The research first utilized the questionnaires to measure the ratio of Montessori Teaching Aids in preschools which didn't adopt the Montessori Method, and then interviewed some of the managers to get further information on the application of those Aids. Findings are listed following:

In most of the preschools (up to 90%) which didn't adopt the Montessori Methods, the Montessori Teaching Aids are still prepared, but not a set. Furthermore, exercise of mathematics is the commonest. (about 70%).

There are two ways of placing the Montessori Teaching Aids, including collecting them in one place and separating in different classrooms. The former, children tended to operate these teaching aids more frequently, alone and in occasional time.

Most teachers considered that the utilization of the Montessori Teaching Aids in their preschools is inappropriate and unsuitable.

Keywords : Montessori Teaching Aids, preschool

T39

AN INVESTIGATION ON EARLY CHILDHOOD TEACHERS' TEACHING APPROACH FROM THE VIEWPOINT OF "BRICKBUILDERS APPROACH"

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Abstract

The purpose of this study is to investigate the concept of the brickbuilders approach and to know how to apply this approach in early childhood teachers' teaching. In the brickbuilders approach, the teacher is like a brickbuilder, the children are viewed as buildings, and the teacher uses "knowledge bricks" to construct what the children are going to learn. In the book "Serious Players in the Primary Classroom," Selma Wassermann (2000) questioned the brickbuilders approach, she has pointed out that the students' thinking is a nonlinear process as brick building. The investigators try to review the architecture literature to find out the process of brick building. There are actually two ways for brick building: one is "through joint" and the other is "broken joint". Wassermann might misunderstand the brickbuilders approach as "through joint" in the process of brick building. However, if the children's learning process could be constructed in the way of "broken joint" in the brick building process, the outcomes of their learning would be more stable.

According to the concept of brickbuilders approach, three suggestions were drawn for the early childhood teachers as follows:

1. To emphasize children's precursory experiences and knowledge.
2. To encourage children's active learning.
3. To consider the individual differences.

There are some advantages and shortcomings in each kind of teaching approach. In the process of teaching, the teachers need to pay more attention to the problems in teachers' teaching and to deal with them.

Keywords : Brickbuilders approach, Brick building, Early childhood teacher, Through joint, Broken joint

T42

LITERACY MODULARIZED INNOVATIVE TEACHING FOR YOUNG CHILDREN

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Abstract

The Ministry of Education, Taiwan launched the Early Education Coaching Project (EECP) from the year of 2006. This project aims to invite the early education experts to be coach in order to help preschools develop their professional characters and to promote the professional quality, knowledge and skills of early education in the hope to assure children's best interests. However, some problems with the coach on preschool curriculum and teaching wait to be further discussed. Research, not only on curriculum construction and teaching consistency, but also on the design of modularized innovative teaching in the preschools is significantly insufficient.

The present study focused on those issues generated from the practice of EECP to which less attention has been drawn. The Preschool A where the author was invited being the coach was selected as the research participating organization. The picture of current curriculum and teaching as well as teaching problems faced by teachers in Preschool A was obtained from a focus group interview and observations on teaching behaviors in the classroom. An 'Experimental Team on Curriculum and Teaching', which involved the author and teachers, was then formed to plan and design the modules that support teaching innovation in the linguistic field of early education. It was expected that the teaching system construction and innovative teaching plan of linguistic field would be able to help improve the professional development of Preschool A.

Keywords : Innovative teaching; Modularized Instruction

T47

TAIWAN KINDERGARTEN AND SECOND GRADE
TEACHERS' KNOWLEDGE, DISPOSITIONS,
AND USE OF INTEGRATED CURRICULUM

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Taiwan

Abstract

Integrated curriculum is well-known early childhood construct that recently has been explored by other levels of education. Because of differences of teachers' training background and practical teaching between traditional kindergarten and elementary classrooms, the two groups of teachers' understanding and application in implementing integrated curriculum, emphasized in current educational reform in Taiwan, should be examined explicitly.

This exploratory study conducted by a mixed-methodology. The first purpose is to understand teachers' knowledge, disposition, and performance in relation to curriculum integration. The responses from ten interview participants in Taichung County, Taiwan were analyzed into three themes, philosophical, theoretical, and practical understanding of integrated curriculum to establish the construct of the instrument. The second purpose is to compare and contrast 61 kindergarten and 69 second grade teachers' knowledge, disposition, and performance of integrated curriculum by descriptive analysis and ANOVA.

Qualitative data were analyzed associated with the literature review and applied to evaluate how much do teachers know, how well do teachers perform what they know, how do teachers dispose their knowledge and performance. Quantitative findings showed that kindergarten teachers produced significantly superior knowledge, performance, and disposition of integrated curriculum over second grade teachers. Additionally, kindergarten teachers demonstrated significantly superior knowledge on philosophical, theoretical, and practical themes of integrated curriculum compared to second grade teachers. With regard to performance aspect, kindergarten teachers demonstrated significantly higher levels of confidence in implementing curriculum integration. Further in the analysis of disposition aspect, findings showed that kindergarten teachers tended to pursue child-centered curriculum integration, while second grade teachers were more subject oriented.

Consequently, a series of issues based on the research findings in both qualitative and quantitative parts that included an only female-teacher teaching; teacher training programs; the philosophical, theoretical, and practical foundations of integrated curriculum; and the myth and accuracy of integrated curriculum were discussed.

T48

THE STUDY OF CHILDREN'S BOOKS READING WITH GUIDANCE
IMPROVING THE LANGUAGE ABILITY OF LEARNING
DEVELOPMENTAL DELAY CHILDREN IN ABORIGINAL AREAS

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Abstract

The purpose of this study is to investigate the outcomes of children's books reading with guidance to improve the speech-language ability of children with learning developmental delay in southern Taiwan aboriginal areas. Seven kindergartners from an aboriginal area's elementary school in Kaohsiung County were selected to participate in the study. Subjects' age was between five years to six years old. The participants, five boys and two girls, were tested by H.W.Chang's oral comprehension test (1991). According to the oral comprehension test result, all seven participated children's oral comprehension ability fell in between three to five years old range.

During the session, researchers guided participants to read "The Way I Feel" series by Cornelia Maude Spelman. Children completed the worksheets as the activity feedback immediately after the regular instruction. The worksheets included children oral expression and drawing. Seven participants were welcome to take the series book home and read with their family. The researchers found that children's books guidance reading may enhance speech-language ability for learning development delay children in aboriginal areas in Taiwan. According to the research data from observations and interviews of the classroom teachers, most children read children books actively after the guidance reading. Children applied the conversation mode in children's books to talk with each other, shared children's book contents to classroom teachers and peers. The researchers recommended suggestions for further studies.

Keywords : children's books reading with guidance, aboriginal areas, children with learning developmental delay, language ability

T57

THE LINK GESTURE AND VOICE IN YOUNG CHILDREN'S MUSICAL CREATIVITY

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Abstract

Bodily movement expression plays an important role in daily life as well as in art performance, especially in drama, dance or singing. Through gesture, it can improve expressive performance, self-expression and even facilitate or enhance the vocal techniques if it is well-organized and displayed. Dalcroze, a great music educator, stated that 'For every sound, there is a gesture; for every gesture, there is a sound.' It points out the intimate relationship between voice and gesture. It is believed that a successful musical creativity can be achieved through a well linked of voice and gesture. The purpose of this present study is to discuss and analyze how young children explore the link of voice and gesture and how they apply the link in music making.

Interview and observation are chosen to observe how children explore the link of voice and gesture in musical creative games. Twenty-four young children, four to six years old, randomly selected from three different age levels participated in this study. All the procedures were video-recorded. It was found that children loved creative activities but not good at. The youngest group's performance of body movement was less affected by sex stereotype compared to other groups. It also found that children's creativity style followed a theme sequence. In addition, creative activities could be richer through the link of voice and gesture. It also enhanced young children's confidence in musical improvisation and speeded up their creativity. The results of this study will greatly benefit to young children's musical creative activities. It suggests that the link of voice and gesture could be included in the curriculum especially during the early childhood education.

T71

CHILDREN'S CREATING DRAMA ACTIVITY
IS USED IN COURSE TEACHING

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Abstract

This study aims at understanding how the kindergarten teacher incorporates the creating drama activity in course, have more understanding and teaching confidence to children's creating drama activity in order to offer other teachers. Many kindergartens bring children's creating drama activity into course activity in Taiwan at present, the result of this research can be offered to the teacher not beginning to launch drama activity teaching yet as reference.

This study regards common teachers of private kindergarten of at present five as the study object, adopting semi-structured interview. Below this study finally obtains studies the discovery:

1. Special case performance — In order to the special subject guidance activity or the festival celebrate, the teacher performs by the vivid play strengthens children impression.

2. Talent and skill curriculum —The teacher uses the drama performance way to regard as the motive of causing before beginning in activity; and perform the essay with a language, teach children how to know a language ballad.

3. The extension holds the activity —The kindergarten teacher uses the opportunity of the drama activity most frequently, is when the activity is changed, utilize the way such as being even of hand to attract infants to notice.

4. Small drama —After telling stories, the teacher leads children to incorporate the plot of the story, let children share the mutual idea, discuss the content of the story, with the small drama activity created at random, experience the protagonist's feeling in the book.

5. The drama achievement is issued —Study at last stage, does not need to let children do drama sedulously. In the drama activity, if need children performs together, let them cooperate with the teacher's simple up to creation of order.

Keywords : children, creating drama, course teaching

K15
PERCEPTIONS AND PRACTICES OF EARLY CHILDHOOD
SUPPLEMENTARY EDUCATIONS IN KOREA

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Abstract

This survey investigates the perceptions and practices of Korean middle class parents on early supplementary education. Nine hundreds and thirty one parents from 2 after-delivery care agencies, 19 child-care centers and kindergartens, and 2 elementary schools participate in this study. Children's ages are from 0 to 11 years old. Parents' responses to the questionnaire are analyzed.

The findings are as follow:

1) Most of the subjects(95.4%) think initial education for their children is manners or humanity. 83.5% of the subjects answer that they provide such educations for their children. However, as their children's ages increase they provide more supplementary educations, such as Korean, English, music, art, and etc than educations for manners and humanity.

2) 77.3% of the subjects think it is appropriate for infants and young children to get supplementary educations. Actually, the average starting age of early supplementary educations is 32.68 months. 83.2% of infant's parents have already started supplementary educations for their children.

3) 87.3% of the subjects think supplementary educations for young children are so essential that they are going to provide supplementary educations for their children from very early years even though others do not provide that.

4) English is the most popular subject for early supplementary education.

5) Mean number of supplementary educations for one child is 3 ranged from 1 to 7.

6) The average expense for supplementary education per month for a household is about \$700 which is 14.44% of the monthly income. The expense is increased as the children's age increases. The average expense of supplementary education per month for 4th~6th graders in elementary school is about \$970 which is 20.70% of the household income.

K26

A QUALITATIVE STUDY ON ADAPTIVE BEHAVIORS FOR
INFANTS AND YOUNG CHILDREN WITH DISABILITIES

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Abstract

This study investigates specific adaptive behaviors for young children with disabilities at child care center using a qualitative research method in order to reflect the opinion of teachers and parent with regard to the needs, perceptions and efficacy of such programs.

15 young children (at the ages of 3 to 5), 10 teachers, and their parent participate in this study. Young children's social interactions with peers and child care providers are rated every 10 seconds during in 10 minute observation periods for 4 days, resulting in a total of 40 minutes per child. And a research tool, '*The observation categories for behaviors of group work*' is used to identify the children's interaction behaviors during group work. The data for this study includes teacher interviews, researchers' field notes, teachers journals, and a collection of other related information. The questionnaire consisted of 2 parts including teacher's teaching belief and teaching efficacy toward young children with disabilities is used. In addition to, the episode in the unstructured interviews their classroom experience are collected and analyzed.

The implications are that the results in this study are efficient in diagnosing young children's emotional and behavioral problems. The study offers specific guidelines for enforcing the enabling teacher's role and classroom environment. Moreover, these findings should contribute to teachers' understanding of young children with disabilities complicated social relationships, especially as they relate to emotion, peer relationship and interpersonal skills. They can be used as a reference for understanding children's culture and thus, for planning appropriate ways to structure young children with disabilities educational activities.

T09
BEHAVIOR REDUCTION PROCEDURES
FOR CHILDREN WITH SPECIAL NEEDS

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Abstract

Although reinforcement presents viable alternatives to punishment, on the basis of available empirical evidence, behavior reduction procedures utilizing aversive or restrictive procedures are highly effective in producing rapid clinically significant and durable behavior changes.

Several situations are likely to arise in which punishment will be more useful, required, and essential than reinforcement. Punishment is essential when inappropriate behavior may be physically dangerous to oneself or others. Immediate intervention is required to suppress responses more quickly than is possible through reinforcement. Applications of time-out, response cost, overcorrection, aversive stimuli, and other procedures have shown that reduction or elimination in behavior occurs after one or a few days of punishment. In some cases, punishment is useful when reinforcement of a behavior incompatible with the disruptive behavior cannot be easily administered. For example, if a hyperactive student is literally out of his seat all of the time, it will be impossible to reinforce in-seat behavior.

Attempts have been made to decrease disruptive child behavior (noncompliance, aggressiveness) at home or at school by having parents and teachers provide approval, attention, and praise for appropriate behavior. Appropriate child behavior may show little or no improvement. However, when mild punishment is added in the form of a brief time-out or a small response cost, behavior change is often dramatic.

In some cases, reinforcement can not successfully deal with inappropriate behaviors that are highly frequent, extremely dangerous to one or others, or needed to be stop immediately, but punishment can successfully and effectively deal with these situations. Research evidence also indicates positive side effects and long-term effects of the use of punishment. Not enough information is currently available to conclude that more aversive procedures are unnecessary in all cases and under all circumstance. Since reinforcement procedures simply are not effective in reduction behavior, aversive procedure undoubtedly is necessary and important in reducing inappropriate behavior.

T49
A STUDY ON THE BARRIER-FREE ENVIRONMENT
OF THE PRESCHOOLS IN TAIWAN

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Abstract

As the inclusion has been practicing in the field of early childhood education, the barrier-free environment in preschools should get more attention because it had a great impact on the children with physical disabilities. However, there were very little research investigated this issue. Therefore, two research questions were investigated. First, in preschool teachers' perspectives, which barrier-free environment items were important to the young children with physical impairments? Second, how were the important barrier-free items in the preschools?

To answer the first question, 12 preschool teachers who have taken care of children with physical impairments were interviewed. These teachers worked in different schools so that they were interviewed separately. Each interview spent about 45 minutes. All teachers mentioned the necessity to improve the handrails of the ramp for individuals with disabilities, toilet, stairs, stool/urinary and washing basin. Furthermore, the size and height of the handrail should fit children's needs. Then, a checklist was constructed based on these results.

A letter was sent to 358 preschools that located in Kaohsiung City and Kaohsiung County in order to have their permissions for the researcher to check their school environment using the checklist. Only 104 preschools replied and being checked. Results indicated very few preschools set the handrails of the ramp for individuals with disabilities and stairs appropriately; most preschools did not set the handrails around toilet, stool and urinary and washing basin.

According to the findings, relative discussion and suggestions were provided to the government institutions and the preschools.

Keywords : the barrier-free environment, preschools, early childhood inclusive education, young children with physical disabilities

T61

SPECIAL EDUCATION IN PRESCHOOL- WHERE IS FLOWER FAIRY-1?-EXAMPLE OF STUDENTS' IN-SERVICE PROGRAM OF A PRIVATE SCHOOL IN TAO-YUAN COUNTY

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Abstract

This research is to understand the current status of professional knowledge of special education in in-service program students. This research, using the semi-constructive papers as interviewing base, adopts an open questionnaire to interview and uses quality survey to acquire the study result. The interviewed objects come from the in-service program students of the department of early childhood nursery and education in some private schools in Tao-Yuan County.

The main purpose of this research is to find out the understanding level of in-service program students in field of special education professional knowledge, to explore the effective factors of the growth in professional knowledge and to analyze the factors of difficulties in implementing professional knowledge. The teaching improvement is based on these interviews and analysis of researching result.

This research can be concluded as the following :

— “Sense of knowledge” is man’s shoulder

(—) The professional knowledge in special education is important but not enough relatively.(=)

Insufficient experience in practice.(≡) Insufficient support (information, tools)

— “Knowledge of Sensibility” is women’s tenderness

(—)The importance of communication and insufficiency of communication.(=) The importance of emotion support and insufficiency of emotion support.(≡) The importance of personality.

≡ “Sense and sensibility” should collaborate shoulder to shoulder without any gap. This research could hopefully provide the reference for the education administration department when it’s establishes the policy of inclusion education and early intervention of preschool, the result also improve teachers’ professional knowledge skill of preschool in special education.

Keywords : Professional Knowledge, Preschool Inclusive Education, Early Intervention

K27

THE MEANING OF CHILDREN'S ROLE IN 'ARIRANG',
A MASS GAME OF NORTH KOREA**Lee Yong Ja**

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Korea

Abstract

After the first playing of 'Arirang', a combination of mass game and art performance in 2002, North Korea played it again in 2005 for the 60th anniversary of Independence Day and 60th anniversary of Communist Party. It is composed of 6 acts and 13 scenes. Quite a lot of parts were performed by children, and especially a scene called 'Laugh Brightly' was performed by tens of thousands of very young children. Those children had to go through extremely hard training to learn their role in the performance, and they even had to endure lack of sleep and regular meals. It must have been really hard for those little children to endure repetition of the same training day in day out without proper food and sleep. It was announced by North Korean central TV that 'Arirang' performed by 100,000 people' made an entry into the Guinness Record on June 15, 2007. However, the Committee on the Rights of the Child of the United Nations pointed out that the hard training imposed on the children for the performance was a breach of the Convention on the Rights of the Child. We conclude that, as the performance of 'Arirang' has been used to propagate the superiority of autocracy of Kim Il-sung and Kim Jong-il and to enhance the national solidarity of North Korea, the performance of 'Arirang' is not conducive to healthy growth of the children. Moreover, the children deserve healthy training instead of hard training, and the performance of 'Arirang' by those children should be stopped.

T36

EXAMINING THE RELATIONSHIP BETWEEN PARENTAL READING HABITS AND PRESCHOOLERS' LITERACY BEHAVIOR

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Abstract

This research was to examine the relationship between parental reading habits and preschoolers' literacy behavior. In this research, the two elements of preschoolers' literacy behavior are: the concept of reading and writing, which were discussed with the relationship of parental reading behavior. The three elements of parental reading habits in this study are: reading belief, reading ways, and reading favors. The following are this research questions:

1) How is the belief of parental reading behavior? Examining the relationship between it and preschoolers' literacy behavior.

2) How do parents read? Examining the relationship between it and preschoolers' literacy behavior.

3) What are parents' reading favors? Examining the relationship between it and preschoolers' literacy behavior. Confirmatory factor analysis (CFA) was used to examine the relationship between parental reading habits and preschoolers' literacy behavior. There were 150 families and their preschool-age children taken to research in this study, and the questionnaire, interview and assessment were used to do it. The questionnaire was used to collect the data about parental reading habits, not theirs, but the belief to their children. In the process of the interview, the researcher utilized the in-depth questions. The last one assessment was to test preschoolers' reading concept and writing cognition. The study explored the side of parental reading behavior and their belief, and reminded the reflection on parental education. Implications for the effect of home factors on emergent literacy were discussed.

T54

THE COURAGE TO TEACH: REFLECTIONS ON
TEACHERS EDUCATIONAL VALUES

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Abstract

The purpose of early childhood education teachers. Lai and Tsai, having many years of experiences teaching preschool children, are now college teachers in the Childhood Education and Care Department at their Universities. Using this experience, they reflect on their lives and teaching values.

The goals found in this study are:

1. To understand the reality of the teaching experience of early childhood education and care as a discipline in the education department of their universities. This is done by narrative analysis;
2. Due to government education policies of collage and social change, the teaching tasks and values are modified to develop the student as a trainer but not a teacher. How do they adjust and cope with this situation?
3. Using their experience, reflecting on their lives, and rethink teaching values by the use of story telling.
4. Story telling frames to use to examine teachers' value are:
5. Personal childhood experience. In Ms. Lai case when she was a little girl a "teacher" was merely a caregiver while parents were at work. For Ms. Tsai a "teacher" were a powerful authority figure and affected her deeply.
6. Personal learning experience: Both Ms. Lai and Tsai had inadequate school learning experiences. They overcame this by observation of children as they learn.
7. Teaching experience: Due to government policy, the process to become an early childhood teacher is complicated. Teachers face a market oriented situation when beginning their careers and may lack the nurturing environment to hone their craft.
8. Building the Support community: Early childhood teacher must have courage to teach. Teachers should establish a support community.

T64

EARLY CHILDHOOD DAY-CARE PROFESSION:
THE PERSPECTIVES OF DAY-CARE PROVIDERS

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Cheng Shiu University

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Abstract

The professionalism of early childhood day-care practice seems not to be quite recognized in Taiwanese society. To some extent, it is viewed as a caring job without having particular skills. This study aimed to investigate how early childhood day-care providers view their own practice. The perspectives of day-care providers are important to the construction of early childhood day-care professionalism which is believed helpful for its development.

Both snow-ball and convenient sampling techniques were used to recruit potential participants. Semi-structural interview was used to obtain wider and deeper information regarding the opinions of participants on day-care profession. Ten day-care providers from 3 kindergartens within Kaohsiung city provided their consents to participate in the study.

Participants are aware that day-care practice was not very much recognized as professional. Despite this, all of them believed that early childhood day-care practice is definitely a profession. They indicated that the abundant practical experience is crucial for constructing day-care professionalism and suggest that individual day-care providers need to show concerns on such issue. Participants stated that the knowledge of child development is the basis for the practice which covers child care, education and proper interactions with parents. The word 'irreplaceable' was used by most participants to describe their practice because not all individuals, they thought, are knowledgeable of child development and the appropriate skills to educate and care young children and to interact with parents.

Early childhood day-care providers can not be away from the responsibility of constructing their day-care professionalism. Based on the study findings, day-care providers had no doubt on their practice as a profession. Beyond that, the entire 'day-care community' should take further actions to transform experience to practical knowledge in the pursuit of professionalism development which would give the society a new picture of early childhood day-care profession.

T48

A STUDY OF COMPUTER ASSISTED INSTRUCTION IN
ACCEPTANCE AND ATTITUDE TOWARD CLASSICAL MUSIC
IN TAIWAN - SECOND GRADERS AS AN EXAMPLE

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Abstract

The purpose of this study was to examine the effects of computer assisted instruction on second graders' acceptance and attitude toward classical music. Participants were selected from a multi-races local elementary school on both genders. Twenty minutes of self-directed exploring time were permitted to discover the content of the GC (Great Composers). Developed by these researchers, the GC contains four musical periods (Baroque, Classical, Romantic, and Impression), and two composers in each period (Bach, Handel, Mozart, Haydn, Beethoven, Schubert, Berlioz, and Debussy). Three quizzes with immediate feedback for each quiz at the end of each musical period were also available to participants. Talk aloud procedure were conducted during the exploration of the GC. Semi-structured and in-depth interviews were conducted for a better understanding of the phenomenon. Video taping techniques were employed in both talk aloud and interview process. This study attempted to use the most recent technological advances and the established research base to develop an educational interactive multimedia computer program. Implementation and testing followed to determine whether this medium is viable means of education within the existing instrumental education environment. Researchers found positive elements appeared on participants' acceptance and attitude toward classical music.

T62

A YOUNG CHILD AND AN ADULT INTERPRET
THE HUMOROUS ANIMATION INFORMATION
OF "THE PINK PANTHER"

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Abstract

The purpose of this study is to explore how young children and adults interpret the humorous animation information of "The Pink Panther". The researcher wishes the study can help teachers and parents to understand the difference between young children and adults.

The researcher adopted the qualitative research and semi-structured interview as major method for data-collection. The researcher interviewed a young child and an adult in Taiwan. The main animation is "a clock" of "The Pink Panther".

The findings of this study are as follows about a young child and an adult:

1st young child:

1. The young child interpreted the humorous animation information mainly on the obvious movements of the characters.

2. The young child mainly used attribution for interpretation.

(1) The young child attributed the humorous elements in the animation mainly by the characters' obvious behavior.

(2) The young child inferred the humorous elements in the animation mainly by the characters' obvious behavior.

3. The young child used attribution and inference on the humorous animation information according to the practically obvious events.

2nd an adult:

1. The adult interpreted the humorous animation information mainly on whether the obvious behavior and event proper or not.

2. The adult's interpretation was mainly of evaluation.

(1) The adult used evaluation on the humorous animation information according to the feelings of daily life.

3. The adult inferred the humorous elements in the animation mainly by the characters' obvious behavior.

4. The adult attributed the humorous elements in the animation mainly by the characters' obvious behavior.

According to the results of this study, the researcher made some suggestions for teachers, parents and the researchers in the future.

J04

WHY DO JAPANESE KINDERGARTEN TEACHERS
QUIT THEIR CAREERS SO EARLY? : A STUDY ON
THE LIFE COURSE OF KINDERGARTEN TEACHERS

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Japan

Abstract

The recognition of the importance of early childhood care and education professionals is spreading more widely. OECD's (2005) "Teachers Matter: Attracting, Developing and Retaining Effective Teachers" argues the importance of teachers and their continuous professional development throughout their careers. Current rapid changes in Japanese society and family have resulted in new needs for early childhood care and education professionals. Teachers are now expected to take on the roles of educator, care giver, and child-rearing supporter. However, early childhood care and education professionals in Japan do not continue their work. For example, more than 50% of private kindergarten teachers have fewer than 5 years' experience (Kitano, 2006). It is expected that various influences such as the decrease in the quality of education, the absence of role models, the stagnation in the number of male teachers, and the lack of teacher confidence in responding to social and environmental changes all effect teachers' early resignation.

The aim of this study is to find the reasons why Japanese kindergarten teachers quit their careers so early. In order to understand the reasons for Japanese kindergarten teachers' resignations in the early stage of their careers. We investigated three things: (1) data from current research are analyzed; (2) questionnaires were distributed to Kindergarten teachers; and (3) direct interviews to teachers and retired teachers were made.

The results, made it clear that the reasons vary in different working conditions. According to each kindergarten's circumstances, the teachers' attitudes on continuing their careers differed. In addition, this investigation indicated that resignations in the early stages of teachers' careers happen because of background problems in working conditions, interpersonal relationships, and motivation. Moreover, other matters such as women's life cycles and career changes are generally related to the former problems.

KK3
A REVIEW OF RESEARCH ON YOUNG CHILDREN
OF MULTICULTURAL FAMILIES IN KOREA

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Abstract

Since 2003, Korea has been experiencing a sharp increase in migrant populations through international marriage and labor markets. In order to integrate migrants and their families into Korean society, the government announced the policy to support families of marriage-migrated women in 2006 and the *Act of Multicultural Family Support* was legislated in 2007. In this context, a growing number of government-funded projects and research on the topic have been undertaking. Considering the fact that children under the age of 6 take up about 60% of the entire population of children 0 to 18, there is a need to pay an intense attention to young children with multicultural backgrounds.

The purposes of the study are to review research on young children of multicultural families and to provide implications for policies and practices. A total of 28 studies have been reviewed in terms of research subjects, methods, and findings. The studies can be categorized into policy research and general research, and the latter can be grouped further into three types of research: 1) Development and adaptation processes of multicultural children in early childhood settings (especially focusing on social interactions), 2) Parental child-rearing attitudes and practices of multicultural families, and 3) Development and implementation of multicultural education programs and activities. It was found that most of studies used questionnaire surveys and interviews with parents of multicultural families. Children's adjustments to early childhood settings were found to vary according to their parental support, Korean language competence, individual personality, and more. Some common findings across studies include joint decision makings of Korean fathers and foreign mothers on the child-rearing issues, low accessibility and affordability to early childhood services, teachers' lack of knowledge and skills to support the children of multicultural families, weak links of early childhood settings, home, and local communities, positive effects of multicultural education programs on children's development and learning and so on. Several research issues are discussed and implications are provided for policy development and practices.