



**74ième Assemblée Mondiale et
Conférence Internationale de l'OMEP**
« L'éducation de la petite enfance au 21^e siècle:
nouvelles perspectives et nouveaux dilemmes »

**74o Asamblea Mundial y Conferencia
Internacional de la OMEP**
«La educación de la primera infancia en el siglo XXI:
nuevas perspectivas y dilemas»

74th OMEP World Assembly and Conference
«Early Childhood Education in the 21st century:
new perspectives and dilemmas»

**12-15
July 2022
ATHENS
GREECE**



POSTERS

OMEP GREECE

Factors that affect the resilience of pre-school children in Eight Asian countries during COVID-19 pandemic

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Among many abilities and skills that facilitate young children's sound development, resilience has emerged as an important psychological constituent especially in confronting the unpredictable future of the world such as the COVID-19 pandemic and global warming.

Numerous reports on the increased stress and mental illness of children during the COVID-19 pandemic have prompted us to launch a collaborative survey on the factors affecting children's resilience among Asian countries. Using the network of researchers and practitioners in childcare (Child Research Network Asia: CRNA), we have conducted a questionnaire survey among mothers of 5-year-old children in 8 Asian countries.

Subjects were recruited through a convenience sampling method either by a paper questionnaire or via internet using online questionnaire forms. The questionnaire was composed of two major outcome variables, i.e. resilience (CYRM-R scale) and well-being (KINDL scale), and predictor variables related to child care practices, i.e. parenting attitudes, spousal supports, ECEC quality and support, emphasized aspects in childrearing, and various demographic factors. We also asked about the COVID-19 status in the community, the vaccination status, and parental concerns about the pandemic.

Mothers of 1,973 children aged 5 in China, Philippines, Indonesia, Japan, Malaysia, Singapore, Taiwan, and Thailand returned the questionnaire.

After factor analysis and reliability testing, we generated 7 synthetic variables, and calculated the correlation coefficient among them using SPSS software (ver. 26).

Significant ($p=.000$) correlations were found between resilience and well-being ($r=.513$), resilience and responsive parenting ($r=.277$), ECEC quality and support ($r=.328$), non-punitive parenting ($r=.124$). Well-being was significantly correlated with responsive parenting ($r=.324$), ECEC quality and support ($r=.246$), and most of other variables.

In a multiple regression model (stepwise selection method), resilience was predicted by well-being ($\beta = .465$) and ECEC quality and support ($\beta = .221$). The coefficient of determination (R^2) was .316.

It was suggested that ECEC quality and support is associated with children's resilience.

Visuospatial working memory as a predictor factor of reading ability and its pedagogical effect

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Working memory (WM) has been well researched as an essential component of executive functioning associated with reading ability. Aim of this study was to shed light on the visuo-spatial working memory profile of children with reading difficulties. For the purpose of the present study 10 elementary school children (Greek native speakers) seven years old (5 boys and 5 girls) with reading disabilities was evaluated. The comparison group consisted of ten elementary school children (5 boys and 5 girls) with no reading difficulties. Both groups were matched on age and intelligence, as well. Non-verbal intelligence was evaluated with Raven Progressive Matrices. Visuo-spatial working memory was assessed with two subscales of Pickering & Gathercole Test Battery (2001), Mazes Recall and Corsi Block Backward Recall. Verbal working memory was evaluated with the Digit Span Backward from the WISC-IV (Wechsler, 2003). Visuospatial working memory performance in children with reading disabilities revealed that their visuospatial working memory was relatively intact compared with those of their typically developing same aged peers but verbal working memory showed significant difference between two groups. In conclusion, visual-spatial working memory is a potential predictor of reading ability. Considering all three stages of its acquisition, such as the decoding of written code (letters, syllables, words) and their conversion into phonological code, the processing of semantic content and comprehension of the message, as well as the findings of the present research we discern the important role of visual-spatial memory in reading capacity. The application of the conclusion to pedagogical intervention to promote reading competence in the respective educational context is reinforced by the repetition of phonological coding exercises, thereby highlighting the importance of the teacher's enhancing role.

P03

Uniting preschoolers and young pupils through reading.

Mrs Sophia Kanli¹

¹*Υπεϑη*

The aim of the project is the promotion of children's communication and reading skills.

The activities underneath are instigated by the initiative of the Greek department of IBBY by the projects "activist readers"

and "reading together "small" and "big"

.Children are familiarized to read according to illustrations. The story is read and the preschoolers reproduce the story through the illustration of the book concerned (which have to tell the story picture by picture)

Young children are organised to read to preschoolers by visiting the preschoolers place. Then the preschoolers have to evaluate the book by voting, a smily face for (I like it) a neutral face (for neither I liked nor I didnt, and unhappy face for I don't like it. That activity helps children of both ages to aquire criteria for reading.

It also helps to have communication skills for both ages.

We visit a library all of us together and we read a story that has a sentimental content. They discuss their opinions about it, contributing equally young children and preschoolers.

Connecting the family as such, bedtime reading is recomented by us.

P04

The Comparative Study of Practice Guidance Manuals for Preschool Education Specialty in China and New Zealand -- Research on Huizhou University and Auckland University

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Educational practice manual can provide more professional and scientific guidance for interns, so as to promote the improvement of educational practice quality. This study analyzes the educational practice manuals for preschool education majors in two undergraduate institutions in China and New Zealand, and makes a detailed comparative study from three aspects of frame structure, specific content and guiding ideology. It finds that the educational practice manuals of The University of Auckland have the following advantages for reference: Adhering to the educational concept of student-centered, detailed and practical internship guidance is designed and presented in turn according to the development process of interns. Secondly, suggestions are put forward to improve the manual from the following three aspects: establishing the guiding ideology of "student-centered" and making the guiding content more scientific; Attach importance to the guidance of professional development and enhance the comprehensiveness of educational practice ability; Perfect the formulation of flexible system and improve the practicability of educational practice manual.

Therefore, based on the advantages of internship abroad, the study comprehensively discusses and designs the internship policy which is suitable for our country. It will achieve the implementation of "student-centered", help the kindergarten to grow up and strengthen the curriculum, creating a win-win situation, and implementing the spirit that strong youth makes a strong country.

P05

Greek preschool teachers' perceptions around the importance of students' sense of belonging and its impact on student behavior

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¹*University Of Aberdeen*

The purpose of the study was to investigate Greek preschool teachers' perceptions around the importance of students' sense of belonging and to examine the impact student's sense of belonging to school has on their behavior. During the study, school observations that included audio recordings and field notes, along with an interview with the classroom teacher were conducted. Literature propositions were employed as a means of evaluating how teacher practice promoted or inhibited students' sense of belonging. Proxies around student behavior that have been found to be indicative of the presence or absence of students' sense of belonging were also used. Preliminary findings indicated that teachers considered students' sense of belonging important in terms of facilitating lesson implementation, while not considering the impact sense of belonging has on students' emotions and well-being. Teachers were also found to employ practices that both promote and impair students' sense of belonging. Finally, students manifested behaviors that reflected belonging, neutrality and not belonging. Conceptualization of experiencing sense of belonging as a spectrum is being discussed.

P06

Study of preschool teachers' perceptions which concern motivators and inhibitors in director's position at kindergarden schools in Greece

Mrs Maria Eleni Kandaridou¹

¹*Public School*

This study presents perceptions of preschool teachers which concern motivators and inhibitors in director's position at kindergarden schools in Greece. The statistical analysis is focused on empirical results structured in a three-section questionnaire. The sample of the study is consisted of 30 women preschool teachers who permanently work at public section schools of East Attica. Empirical results suggest that the most significant motivator for director's position at kindergarden is the ability to induce changes, on the other hand, the most significant inhibitor is stress which responsibilities of the director's position cause. Additionally, econometrical analysis is based on the estimation of binary probit regression models. In particular, the evaluation of the director's position is taken more seriously when the needed time increases because of director's responsibilities.

Effects of Field Teaching Practices on Pre-service Teachers' Scientific Teaching Competency and Efficacy.

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The purpose of this study was to investigate the effect of field teaching practice on pre-service teachers' Scientific Teaching Competency and Scientific Teaching Efficacy.

Participants in this study were 15 students who took the 'science education for children' which was established for the 3rd grade students who were majoring in early childhood education at Y University in South Korea. They were divided into 3 groups of 5. They experienced field teaching practices at S Kindergarten. They planned and carried out science activities with children at the Kindergarten as a teacher. The entire process of science activities were recorded by a recorder designated by each group. After they came back to the classroom, each team member presented their science activities and all students discussed the presentations.

In order to examine the effects, pre and post tests were conducted on Scientific Teaching Competency and Scientific Teaching Efficacy. The results of the study were as follows:

First, the averages of an entire STC and 3 sub-categories of STC, which were consisted of content knowledges, teaching strategies, evaluation, were improved after the field teaching practice with statistically significant differences. These results implied, the field teaching practice based on kindergarten-university collaboration positively affected the Scientific Teaching Competency of preservice teacher. Second, the averages of an entire STE and sub-categories of STE, consisted of personal efficacy and expectation for result, were improved after the field teaching practice with statistically significant differences.

These results suggested that it was important to provide on-the-field experience for pre-service teachers increasing their teaching competency and efficacy on science education.

P08

A pedagogy of Education for Sustainable Development (ESD) used as part of a teacher's license renewal training program

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In Japan, every ten years teachers have to pass a license renewal training course. This study analyzes the effect of the pedagogy of teacher's 'expression activities' training through discovering and using local resources as teaching materials as part of an ESD program. A feedback questionnaire was used to collect data at the end of the 2018-2019 training session.

In OBA's renewal training program at Fukuyama City University, authorized by the Ministry of Education, teachers work together in groups to make a pair of castanets from the bottom of PET plastic bottles. Then using this instrument with physical expressions, to beat out the rhythm, each group has to put together a presentation on at least one local subject, for example nature, food, history or festival. Their presentations are filmed, allowing the teachers an opportunity to reflect on their work and assess it with regard to classwork and children's participation. In the process of this training, teachers learn that listening to opinions different from their own can be inspiring. They also enjoy discovering new resources that can be found locally and creating an interesting demonstration with a joyful sound. It also encourages consideration of the local environment by reusing, recycling and redistributing waste.

This pedagogy provides, firstly, a method of ESD by using something familiar. Teaching resources can be found in and around the communities children live in. Secondly, team-work and problem solving exercises encourage people to cooperate, communicate and collaborate with each other. Thirdly, teachers feel a sense of accomplishment in having worked successfully with their colleagues. Finally, as this training is a simulation of children's activities in early childhood education and care (ECEC), it helps them to recognize anew how important the teachers' role in ECEC is with regard to the global development of children physically, psychologically and intellectually.

ProW: Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education

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The "Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education" (ProW) is an ERASMUS+ Key Action 3 Policy Experimentation program. The ProW project aims to support early childhood educators, by ensuring that teachers will be trained to manage effectively children's challenging social behaviours and to enhance their own career and well-being across four EU countries (Greece, Cyprus, Portugal, and Romania). The purpose of this study is to describe the aims and the features of the ProW three years intervention. The implementation of ProW is based on two main system-change frameworks, the School-Wide Positive Behavior Intervention and Support (SWPBS). It aims to create a safe and positive school climate, to promote student socio-emotional competencies, teacher effectiveness and well-being, and to promote Positive Psychology by using the PERMA model. Both SWPBS and PERMA will be adapted accordingly to meet the needs of existing educational structures and cultural issues regarding each country. Existing literature showed that teacher's well-being is influenced by children's behaviour and especially by disruptive classroom behaviours. Therefore, by combining a holistic systems approach training, the intervention is targeted at improving teachers' well-being and careers, and at improving children's behaviour. Finally, the project follows a systems approach that aims to build and support mental and physical well-being in ECEC settings by recognizing all schools as learning organizations and by promoting work-based learning.

ECEC Matrix: A Useful Comparison Table for Improving the Quality of ECEC

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In order to provide useful information in achieving one of the most important goals of ECEC, namely improvement of quality of care, we have developed a comparison table--ECEC Matrix--showing features of ECEC practices at designated countries or regions in a classified and stratified manner.

With this ECEC Matrix, we can easily compare a wide variety of ECEC practices, policies, and working conditions of teachers/educators among targeted countries or regions; Shanghai (China), England, France, Indonesia, Reggio Emilia (Italy), Pistoia (Italy), Japan, Korea, Netherlands, New Zealand, and Sweden.

We are often tempted to directly import attractive practices from other kindergartens/daycare centers in foreign countries. However, merely imitating them might be misleading, since we may overlook technical or financial problems inherent to them.

The ECEC Matrix will provide relevant information underlining a specific practice of ECEC at a designated country or region. With the Matrix, we can also obtain a relative view of our own practices against other practices.

For example, if we compare the initial salaries for the newcomers of kindergarten/daycare center teachers in Japan with those in other countries, it was found to be comparable with other countries or regions except for Shanghai, China. However, calculating the average human costs per one child (teacher/children ratio) using this ECEC Matrix that provides the average number of children per one teacher, it was found that per capita expenditure of human cost in Japan is the lowest among these countries and regions.

Since we can easily retrieve such information as above from the ECEC Matrix, it is useful not only for comparative researches on ECEC practices but also for educating teachers/students of ECEC.

Analysis on OECD Early Childhood Teacher Evaluation System

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The purpose of this study is to identify trends in OECD countries in conducting teacher evaluation for early childhood teachers, including those in kindertartens and childcare centers, and to make suggestions for the evaluation system of teachers in Korea.

Finding of this study revealed that most countries have been conducting teacher evaluation in connection with the teachers' responsibilities and teacher evaluation had multiple purposes, encompassing social, institutional, teacher or infant aspects. In addition, many kindergarten teachers and childcare teachers were subject to teacher evaluation in many countries. As for the teachers' evaluation criteria, many countries were assessing various areas regarding teachers such as qualification standards, curriculum implementation ability, process quality, and teacher professionalism. In terms of teacher evaluation format, many countries conducted both internal and external evaluation. In particular, self-reflective journals, self-questionnaires, portfolios and checklists were mainly used as internal evaluation tools, and for the external evaluation, tools based on observation and interview, class environment and internal document data were used for multivariate evaluation. Meanwhile in more than half of the countries, the evaluation cycle was applied differently according to the results of previous evaluation, and it was more common than not for countries to require that the results of teacher evaluation be released to public. In terms of utilization of the evaluation results, there were a number of countries using teacher evaluation in connection with the professionalism of the teachers.

The Space for Chat & Release ~Importance of preparing Space for Mothers with Disabled Children~

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¹*Musashino University*

According to our implementation, it was obvious that the specific space, which is secure and protected for parents, especially mothers raising children with disabilities are demanded in Japan. In this report, we considered that the importance for mothers/fathers who have children with disabilities to enjoy chatting in comfortable place in order to release their captured mind and feeling of difficulties.

In 2019, we offered 10 open spaces in two campuses.

From the questionnaire results, impressions and subsequent episodes of participants in these 10 practices, the following can be inferred.

1) Effects on participants

(1) Self-affirmation, rediscovering and recognizing multifaceted self.

(2) To discover and recognize the positive feelings of others and various ways of living.

(3) Meet other participants and staff in the open space, check and reconsider daily life, various thoughts and hesitation, and gain new perspectives, knowledge and ideas.

(4) After participating in the open space, returning to their daily life and being able to loosely connect to the open space without being restricted by time or space as necessary.

2) Requirements as open space

(1) The open space shall consist of stable bases and reliable staff.

(2) The open space should be an open group so that anyone who needs the opportunity can easily participate when they want. (Not a closed group)

(3) For participants to participate with peace of mind, the safety of participating parents, children, and staff is ensured in the content of the program and confidentiality.

3) Conditions for a successful open space

(1) To obtain the status as "fixed point" in the area (location, regular date and time, reception window)

(2) Positioning in a regional network (Forming a network based on direct human-to-human connections).

(3) A loose connection with participants other than open space opportunities is possible.

(4) Understanding and cooperation of space owners.

Transformation of the Role of “SukuSuku,” the Child-Family Support Centre at University Campus in Japan: Bringing the Development of Artistic Community

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The study explores and illustrates how “Suku Suku (means growing up healthy in mind and body) ,” the child-family support centre at Kobe Shinwa Women’s University in Kobe, Japan has transformed the space for community of artists and exploration. For a long time, the images of infants and toddlers have perceived as immature, weak, and ignorant. We, the researchers of the study, believe young children are full of curiosity, competent, and seeking for beauty through interacting with their surrounding world as Malaguzzi and Vecchi have identified (Malaguzzi, 2016; Vecchi, 2010). In addition, traditionally, many child-family support centres have served as places for providing young children and their families care and protection rather than giving them various opportunities to encounter both natural/artificial materials, and various types of people of community, such as artists, students, teachers, and neighbors to experiment, research and create the world of art. The study integrates the philosophy and practice of Reggio Emilia, Italy; its pedagogy’s most original features is an acceptance of aesthetics as one of the important dimensions in the life of our species (Vecchi, 2010). Through implementation of Atelier in the centre, we have explored the possibility of centre to become a place of art and valuing the world of beauty/aesthetics. The study is empirical, collaborating with the families of young children to share the transformative process. The documentations and interviews were employed for revealing the children and their families are the protagonists for creating new identity of the centre. The transformation of the identity of the centre has also empowered the families of young children to recognize that they are the agents for change to their surrounding world and valuing young children as artists, and acknowledging infinite possibilities of early years of life.

“Guaranteeing Rights to Live and Grow Together: Through making colour activities at nursery school in Japan” (16 words)

Mr Hidefumi Masuda¹

¹*Shodai Fukushikai / The Japanese National Committee of OMEP*

The study depicts how the teacher/caregiver has transformed her perspectives on the children and practice through placing the importance of the children's rights (CRN). The study was carried out at Shodai-Hoikuen nursery school located in Fukuoka, Japan, and its philosophy of education/care is “living together, growing together” based on Buddhist principle. The researcher of the study and teachers at Shodai have studied the Convention of Rights of the Child (CRN) focusing on Article 13 “freedom of expression”, and 31 “to participate freely in cultural life and the arts.” In addition, they have valued the philosophy and practice of Reggio Emilia; “Pedagogy of listening” and believed the 100 languages of children (Malaguzzi, 2016; Rinaldi, 2021). The study was unintentionally emerged. During play of “colour” (e.g. vegetable stamping, colour games, making colours by mixing colours, so on), the children expressed their feelings in colours. Tomoko, the classroom teacher, who kept in touch with the development of the activities and the children's world of meaning contained in the "colours" and drawings, acknowledged the importance of respecting the children's autonomy, the fun of practicing listening to the children, and the importance of "questioning" preconceived ideas. We convinced the relationship between guaranteeing Children's rights have brought the practice of embodying the “living together and growing together.” Although, the acknowledgement of the Convention of Rights in practice has not fully developed in Japan. Few in-service and pre-serviced training programs are included learning the Convention of Rights of the Child (CRN). Our challenge is to develop the programs and create the environment for having dialogue how the practice and CRN is related to provide care/education for the best interests of every child. (274 words)

"Children's Rights"

Mrs Paraskevi Akritopoulou¹, Mrs Anastasia Kountouroudi, Mrs Ifigeneia Kamperidou

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A project aimed at promoting and protecting children's rights through the pursuit of the ideals of peace, freedom, equality and solidarity. The motive of this work plan was 'World Children's Day'. The poster "Declaration of the Rights of the Child" was also discussed. The work done in the classroom had a particular impact on children aged 6 years. The project included three phases. The first phase involved reflection and definition of the topic, through discussions, brainstorming and information exchange; the second involved the implementation of activities in accordance with the CTCF, with subjects such as languages, mathematics, natural history, literacy and computer studies while the third phase was based on the overall evaluation of the educational project. The main goal of the project is for children to learn to accept diversity at all levels (racial and social discrimination, people with disabilities), to respect human rights, to develop skills of cooperation and social sensitivity. Finally, the educational program is completed with the team creating a poster entitled: "IT IS OBLIGATION OF ALL, THE DEFENSE OF OUR RIGHTS". During the implementation of the program, the UN Convention on the Rights of the Child was read, as well as books on the subject. Discussion on the acceptance of diversity, the importance of freedom of expression and other children's rights followed. Children also participated in various cooperative games; they painted their rights and worked in a team. Finally, they approached social issues such as racism and xenophobia through videos on the internet. Evaluating the curriculum seemed to be particularly appealing to children as they gained new knowledge and experiences, enriched their vocabulary and developed empathy skills. They realized that human needs are common to everyone, regardless of origin. Several reasonable questions were raised by children, which were answered through the implementation of activities.

P17

X2P Missions. A initiative of technological early childhood education to Sustainable Development

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This work is release with the aim of offer 72ns World Omep Assembly the Projet "Missions X2P -for the Planet and Populations-. A initiative of technological early childhood education to Sustainable Development". It's will can develop in those regions where Omep work, in articulation whit states, organizations, institutions, and persons interested in the project.. The proposal is parte the Sustainable Development Education Project that, committed with UNESCO Sustainable Development Goals, World Omep has been carryng out for more than a decade.

The initiative is organized in four parts. First, the pedagogical and didactic contributions of some authors that define the importance of early childhood education and its particular characteristics. The second, introduce theoretical studies that focus on relationships between Science, Technology and Society, challenging the existing traditional conceptualizations about technologies. The third, one offer concepts that, in line with definitions presented in previous sections, frame the project. The fourth outlines a proposal of practical application, the X2P Missions, with its moments and activities. In addition, it proposes the creation of the X2P Team that, based in records made by teachers and collaborators, build and distribute new knowledge resulting from this initiative implementation.

A Study of The Efficacy of Social Story Intervention in Reducing Problem Behaviour – Aggressiveness of Children with Autism Spectrum Disorder (ASD) Syndromes

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More children are diagnosed with Autism Spectrum Disorder (ASD) nowadays, these children often encounter more obstacles than ordinary children in school. Viewing previous literature, social story was suggested to be effective in reducing problem behaviours of autistic children, thus, this study will examine the efficacy of social story in reducing the aggressive behaviour of children with ASD syndromes.

Regarding the existing intervention for autistic children, it asks: to what extent the social story intervention is effective/ non-effective in reducing aggressiveness of children with ASD syndromes? In this context, aggressiveness is defined as the target child's aggressive behaviours.

Pre- and post-test action research was conducted using rating scales, tally event sampling, anecdotal record, interview, reflection record and intervention plan. Through analysing the obtained data (i.e. TC's behavioural changes, teacher's response and reflection findings), it is found that social story is greatly effective in reducing aggressiveness of children with ASD syndromes, which suggests that social story is recommendable to be carried out in practice. The study also indicated the factors that affect its effectiveness, its strengths and limitations. Further research is needed to attain the consistency, the effectiveness of solely-used-social story intervention, and to facilitate maintenance and generalization of skills and behaviours.

Effectiveness of implementation of Situation-based strategies of Theory of Mind in Autism Spectrum Disorder children in enhancing their Emotion Recognition abilities: An Intervention Study

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Abstract

This research explores the effectiveness of Theory of Mind (“ToM”) intervention on strengthening the Emotion Recognition abilities of children with autism spectrum disorders (“ASD”). Its main purposes are: (1) exploring whether situation-based therapy improves an ASD child’s Emotion Recognition abilities, (2) analysing factors which may influence ToM intervention’s effectiveness, and (3) understanding the limitations in implementing ToM intervention.

One ASD kindergartener acted as the target who participated in a 10-session intervention. Data is collected through an Emotion Recognition Questionnaire completed by target’s teachers, parent, and the researcher, to assess his emotional abilities in school and home.

After the intervention, the target:

1. exhibited improvements in terms of Emotion Recognition, Understanding, Expression and Regulation. Amongst these areas, Emotion Recognition showed the greatest improvement;
2. demonstrated greater improvements in recognizing negative emotions when compared to positive emotions, and is more attuned to recognizing the expressions of familiar people;
3. became adept at expressing and explaining positive and negative emotions. He also became more capable of understanding why others have emotions; and
4. increased his answering speed and quality as he became more proactive. Varied tools were implemented to lengthen attention span.

The study of Skipped Generation Families education on children's learning and impact improvement

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With China's economic development and urbanization, parents are increasingly busy with work. The older generation had to take over the responsibility of raising their children, so special groups formed Skipped generation families education . Based on the restrictions of children's age and psychological level, it is very vulnerable to the external environment. Moreover, most of the elderly cultural level is not high, and their own quality is also very different from today's education, which makes the elderly outdated thinking and doting have an influence on children. And the elderly responsible for taking care of children have doting children, often appear the child's character is irritable, delicate or when the child appears bad behavior, so that the child to develop some bad habits. This study takes the game design, one of the parent-child education interactive "little rabbit moving radish" game as an example. According to the lack of parent-child interaction and parent-child time, the parent-child interaction game is designed. This series of course games are conceived of virtual characters. Not only are children and parents easy to do it, but their grandparents or grandparents can also be involved, to make up for the disadvantages of Skipped generation education. Parents and their children interact with each other closer through games. Children develop sports skills in the game and, along with pleasant emotions. The completion of close parent-child interaction can also promote the healthy development of physical and mental development of children. The issue of children's learning and situation improvement is not a Chinese problem that is also a common phenomenon in many countries, and parents are busy with work and parent-child interaction with their children, and the lack of parent-child time. Over time, the relationship between parents and their child may alienate the problem excuse.

Perceptions of and Difficulties with Bilingual Education: With a focus on employees in charge of specialization projects for multicultural families at multicultural family support centers

Associate Professor Soon Hwan Kim¹, Ms Soon Bae Yi¹

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This study investigate the perceptions of bilingual education and difficulties with its practice among the employees in charge of specialization projects for multicultural families at multicultural family support centers. These employees included visiting educational instructors, language development instructors, and bilingual coaches that practice bilingual education by meeting parents and children in multicultural families in a bilingual environment. The subjects included five employees in charge of such specialization projects. A narrative inquiry was conducted to listen to their stories and reveal their experiences. The findings were as follows: first, there is a need to provide a systematic educational program to the employees in charge of multicultural specialization projects. The participants did not recognize themselves as practitioners of bilingual education even though they were the subjects providing the education. When they are placed in the field without enough education about bilingual, they can easily have confusion with their identity and develop doubts about their professionalism. These findings raise a need for systematic education about bilingual so that the practitioners of bilingual education can have a clear perception of the education and recognize themselves as its subjects. Secondly, there should be legal and institutional support for employees at multicultural family support centers along with better conditions for them. The employees at such centers experience difficulties with inferior work environments and low salaries as well as with their duties. The visiting instructors were, in particular, at a risk without any safety guarantees regarding the environments of families they would visit. Minimum wages were offered to them regardless of career, which indicates that their professionalism according to career was not recognized. Contrary to their clients benefiting from the reciprocal environment at centers with various free services, the employees of the centers were in a rather inferior work environment and sacrificed their own welfare.

Resilient Preschools project: Teachers' attitudes for promoting resilience and well-being in preschool education in Greece

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Curriculums in early childhood education has traditionally taken a holistic approach of children's development, with social and emotional development be settled at the center of pedagogy. However, in practice schools are still focusing on academic performance, whereas student's wellbeing, character traits and mental health have drawn little attention (Shoshani & Slone, 2017). By fostering resilience, children will would more efficiently adapt to the fast pacing world with constant changes and challenges (Baker et al., 2017).

The main purpose of this study was to examine the views and needs of early childhood teachers in Greece, with regards to foster children's psychological resilience and support a positive teaching environment that promotes the notion of overall wellbeing and social emotional learning.

This study was conducted within the context of the project Resilient Preschools. Resilient Preschools is funded by the European Commission [2020-1-CY01-KA201-066080]. The primary aim of the project is to build the capacity of Preschool Teachers to foster preschool student's psychological resilience and to improve their overall wellbeing.

Core principles from Positive Psychology, Positive Education approaches and the PERMA model of wellbeing Seligman (2011) constitute the theoretical framework of this study.

Twenty-three preschool teachers completed a questionnaire measuring teacher's needs regarding promoting well-being and resilience in preschool education.

The project has the ethical approval from the European Commission. All participants have been informed about the study's purpose and signed consent forms.

Results showed that preschool teachers in Greece find time and space in their teaching curriculum to include notions related to psychological wellbeing and resilience, although they are not educated and trained in the field. The COVID-19 pandemic and the long-lasting lockdown made the need of promoting resilience and wellbeing at schools even stronger.

All come out all ! Exciting outside play utilizing props

Mrs Sangyoung Lee¹

¹*Korea Workers Compensation & Welfare Service*

This program uses props to enhance the effects of outdoor play. At Naju's workplace daycare center, this program was conducted for 4 months with 39 infants aged 1-5 years.

The evaluation results in the infant aspect are as follows.

First, Creativity and problem solving skills were enhanced.

With props, infant devised a different play and made something creative.

Second, play activation and participation has increased.

They expanded play spontaneously and actively participated in play.

Third, emotional intelligence has improved.

Through the process of getting toys and cooperating, the ability to understand others and emotional enjoyment has increased.

The evaluation results in the teacher aspect are as follows.

First, we have come to seek the application of various props.

Play with props can take infants interest more and get close to infants more easily. Teachers observed things around carefully considering which props would be the best for play.

Second, the beliefs of the teachers have changed.

As they found out that infants play and express freely using props, they thought that they should help play by offering various props in the future.

Third, teacher have improved their perception.

Even if it's the same props, they have realized that it could take different times and ways to know about props depending on the age and development of infants.

The evaluation results in the parents aspect are as follows.

First, they thought it would be nice to use props when they play with their children at home because they realized that props can be great toys and teaching tools for them.

Second, infant could learn that all objects can be plays.

Infants are using props that are readily available for play.

It is hoped that this program will allow infants to play freely regardless of time or space.

The roles played by kindergarten teachers promoting children's gross motor skills development in an outdoor play environment

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During kindergarten, play is the best way to enhance child's global development (Bouchard, 2019). In fact, play is more than a reward; it is a privileged medium that allows the children to develop themselves to move or even to get into action. Particularly, active play tends to develop their interest and their level of physical activity while contributing to their gross motor skills (Truelove and al., 2017). The solicitation of the gross motor development, that requires the entire body of the child during an activity, influence their physical health and activity while being able to participate in games or sports (Rigal, 2003). Placed in an outdoor context, children have the possibility to encounter various opportunities, to take risks and to eliminate spatial restrictions that the classroom imposes (Burdette and Whitaker, 2005; Rojo, 2020). To support child's gross motor development in this environment, kindergarten teachers must play various roles such as the onlooker, the stage manager, the coplayer or the play leader (Johnson and al., 2005). However, considering that some teachers aren't able to recognise and support child's gross motor development in action, their constant preoccupation for kids' security, their lack of equipment, outdoor play environment and support from principals or coworkers, those elements become a barrier this practice and their roles (McClintic and Petty, 2015; Dogan and Boz, 2019). Thus, the aim of this study is to understand the roles played by kindergarten teachers in an outdoor play context in relation with children gross motor development. The methodology used for this research is the study case trough observations and interviews with five teachers in Quebec. In fact, the roles, exercised by kindergarten teachers, that facilitates or that limits children gross motor development, in an outdoor play environment, will be exposed.

The traditional folk game "jump grid" game and research on the digital learning and logical response of children

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Play is the child's nature, from ancient times to the game to let children learn, there is one of the important methods to promote children's body, intelligence, moral quality, emotion, creative development and growth, and the fun of traditional folk games and entertainment, make children from the process of playing physical and mental pleasure, can learn a lot of knowledge.

Folk games contain rich educational value, the traditional folk games "jump grid" into children's cognitive learning and reaction training, to digital learning as an example combined with the change of jump grid, according to children's different ability level and age, design grid shape, arrangement and play, at the same time exercise children's physical fitness, balance, coordination, body strength. For example, the basic course consists of cognitive interaction of jumping grid 1-10. Advanced addition and subtraction, single footed jumping, left foot (+) and right foot (-), can focus on digital interaction and exercise logical response ability. Children at school age stage can complex digital game play, master, deepen the concept and characteristics of numbers and through physical action and peer interaction experience, improve sensitivity to numbers, connect rich and developed experience and cognitive structure, and promote subsequent mathematical learning.

"Jump grid" game can be used as a carrier of knowledge. In addition to integrating digital knowledge and reaction exercise, it can also combine musical notes, letter symbols, role movements and other elements, learn knowledge in the game, develop in the game, and meet challenges in a pleasant atmosphere.

Small hands, big changes - "De Boa na Lagoa" Project, solidary learning, teacher training and the protagonism of daycare children

Profa Tania Gomes¹

¹*Universidad de Extremadura*

This study seeks to describe the development of educational project applied in the daycare Antonia Joana Barsi Ferrari, in Paulinia, actively involving children from 0 to 3 years old enrolled in the school unit. Such action occurred after the community sought a partnership with the school in order to involve children in actions such as: revitalization of the square; encouragement to value the space, and eradication of depredation attitudes, in addition to nature preservation. In view of this, this study aims to answer the questions that arise from this challenge: 1. could children so young be protagonists in educational projects that deal with citizenship practices, valuation of the heritage and preservation of the environment? 2. what methodologies can we use to develop effective actions? 3. Is the initial training of teachers adequate to work with the development of projects of this magnitude? Through the project we confirm that children are the subjects of their interactions with the world. In view of the above, we emphasize that the project has as its methodological basis the Learning and Solidarity Service in the Arts, proposed by the Centro Latino Americano de Aprendizaje y Servicio Solidario. In addition to the studies of Tapia (2019) and Catibiela (2018), the ideas of Malaguzzi, Montessori, Freinet and Vygotsky are easily recognized during the observation of these educational practices. After the literature review we found that there is a need to invest in research that delves deeper into the topic. It is hoped that this study will verify the hypotheses formulated from empirical observation: adequate training enables teachers to feel motivated to develop well-founded learning projects with daycare children; and, even at a young age, children can be challenged to be part of the solution to real problems experienced by the community in which they live.

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Dear children...we MUST help our planet!

Mrs Maria Danai Douka¹

¹*Gela -xamogela Doukas A.-koletsa Zoe*

Environmental destruction is an issue that has been of concern not only to our country but also to our planet in recent years. Through recycling and other methods humans strive daily to save our planet. We understand that this is an issue that will concern our planet for a few more years. This is why it is essential to inform and raise the interest of the people from the pre-school age. Through this project children will get to know in depth the problem of our planet. They will find out the causes and deal with the consequences of this disaster. That is why the children themselves will be in the process of understanding what 'pollution' of the environment is, what recycling means and how it works, how recycling plants operate, how landfills work, why we recycle specific waste. But what's important is that children will come into contact with nature themselves to realize for themselves that recycling is a very significant step but certainly not the only help a human being can provide to the environment. All this will be done through the research of children, through pictures, visits to different mediums and more. The ultimate and holistic goal of this project will be to stimulate the practical as well as emotional interest of children, thereby multiplying the active citizens of all ages who daily assist in the best possible care of the planet in which we live.

"Blossoming outdoors - natural view on education" our inspiration from Erasmus+ project

Mrs. Grażyna Ziótek¹

¹*Kindergarten 237 "Warsaw mermaid"*

Nowadays we are living in a very modern and technological world and a lot of children have lost the love and enjoyment for being in the outdoors despite the weather. Multinational project Erasmus+ „Blossoming Outdoors” allowed us to create an outdoor learning environment that engaging, thought provoking, challenging and will develop our pupils for life. Critical skills required for 21st century workplace are being able to work as a team, solve problems and think analytically. As a teachers we should develop in our pupils a creative attitude and responsibility. Learning in the outdoor environment allows these skills to be nurtured and developed through an ever changing classroom of seasons. Many children – specially with special needs - can't always sustain their attention in an indoor classroom. Outdoors offers some of these pupils a way to express themselves and feel that they are on a level playing field with their academic peers. They are more inclined to take risks and develop skills further being in the outdoors.

Outside the confines of a classroom, children can experiment with challenges that allow them to witness both failure and success, building their resilience. The outdoors offers a wealth of free stimulus that captures a pupil's attention and interest, allowing all educational establishments the ability to enhance their teaching in this area.

Being in the outdoors increases a person's state of mind. Mental health issues are on the increase with pupils and developing a child's mind, body and soul allows them to deal better with their own mental health in the future.

Our project has been designed to cater for everyone's needs and full involvement from all of our pupils where paramount.

Young Children's Musical Experiences in the Home and Social Emotional Well-Being: A Literature Review

Mrs Aimée Gaudette-Leblanc^{1,5,6}, Dr Elizabeth Andang'o², Dr H. Ellie Wolfe³, Dr Michael J. Ruybalid⁴

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The coronavirus pandemic resulted in a shift of schooling to the home context for many young children during portions of the year 2020. As researchers in music education, we were interested in exploring literature on young children's experiences with music in their homes and its impact on their social emotional wellbeing, which was always an important component of children's development but seemed particularly salient given the additional time many children spent at home. More specifically, we aimed to answer the following questions: (a) In what contexts and for what reasons do children make music at home? (b) In what contexts and for what reasons do parents make music with their children?

To find relevant literature, we searched 4 databases: ERIC, Education source, PsycINFO, and Google scholar, using the terms: (music*) and (home) and (infant* OR child* OR early childhood). We selected studies related to children's musical activities at home and used the snowball method to identify additional related studies. The literature search was completed in June 2021.

In summary, findings from ethnographic studies show that children make music in private and public spaces (Gluschkof, 2016), to experience, regulate and express their emotions, interact with others, and facilitate their play (Dean, 2019, 2020, 2021). Parents use music to achieve practical and relational goals as well as to support their child's musical and non-musical development (Ilari, 2018; Brisola & Ilari, 2021; Koops, 2020).

Furthermore, findings from correlational studies indicate that early engagement in shared musical activities at home is positively related to the parent-child relationship (Franco et al., 2021) and child development (Putkinen et al., 2013; Politimou et al., 2019; Williams et al., 2015). These results suggest that music making at home can contribute to the social emotional wellbeing of children, beginning in early childhood.

The Effects of Language-linked Five Senses Plays Using Picture Books on Infant Sensory processing ability and Social Emotional Ability

Professor Young Ran Chae¹

¹*Honam University*

Infants, especially 2 years old, are active, independent, and enjoy exploring the world through their sensory organs. The purpose of this study is to investigate the effects of linguistic linked five senses play using picture books on sensory and social emotional abilities of infants. The subjects of this study were 28 children aged 2 and a half years from K child care center(14 experimental groups) and C's(14 comparison groups) located in G city. To examine the sensory ability of infants, we used the Toddler sensory profile test and the infant social emotional development test tool. The picture books were selected based on the monthly theme of the daycare center. Before starting the experimental treatment for this study, preliminary tests and preliminary studies were conducted to determine the validity and suitability of the test tools and language-related five sense activities. Teachers in the experimental group and the comparative group directly use picture book to play the five senses plays with the infants. The program for this study was carried out a language-related five senses play using a total of 16 activity twice a week for eight weeks. The activity process involves reading picture books and sharing stories in the introduction, and in the development part, the five senses play activities related to the vocabulary are completed and finished. The pretest and post test for this study were carried out with the same tools and methods before and after experimental treatment. The collected data were tested by t-test using SPSS 23.0 program.

As a result of examining the effects of the five senses play activities using picture books on the sensory processing ability and social emotional ability of infants, there was a statistically significant difference between the experimental group and the comparative group.

Children's books with humor in Greek kindergarten. Their contribution to children's development in literature

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Children, from their early being, start listening, seeing and reading books. Their books are, firstly, only picture books, then they have pictures and letters and, as the years of children go by, so do the letters. The books that are for children 4 to 6 years old have both pictures and letters. In Greek kindergarten books play an important role and kindergarteners use them in different ways. It has been found that books with humor are more attractive to children and help them understand easier a subject that maybe is difficult to be told (like the war or the death of a loved one). Humor in a children's book can be found in the picture, in the text, or in both of them. After interviews that have been taken from kindergarteners, it becomes clear that toddlers have fun with this type of books and that they help them learn new words easier than books without humor.

Christos Boulotis' cat stories: preschool children and multicultural contexts

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From 2007 till nowadays, Christos Boulotis has published nine illustrated short stories for children, with a cat being the main character. This paper aims to examine the nine cat characters in Christos Boulotis' narratives, with regard to their identity, as members of a global, multicultural community. The titles of the nine books, which are published in Greece, in my translation, are : The cat which left with the swallows (2019), Bam-Boom, the crab collector cat and the moon (2017), The Cloud-cat (2012), The romantic cat of the seabed (2011), The cat that cried pearls (2009), The dog-life of John Afedoulis, the cat (2009), Mitsogatos at the street market (2007), Leopoldos, the cat, at the School of Fine Arts (2007), The cat of Smolenski Street (2007). Some of the nine cat-characters are humanized and others are anthropomorphic (Norton,1991). These nine characters undermine social stereotypes, abolish prejudice and highlight the "culture of citizens' society". (Giddens, 2000). Neighborhood is the reflection of society and the scenery of these nine stories is the urban environment. Christos Boulotis projects on these cat characters the elements and the social reflexes of new generation global citizen. Following the notion, which the citizenship of children is considered a continuous social practice (Karsten, 2016), this paper investigates, how the nine cat-characters of Christos Boulotis' allegorical narratives, envisage preschool readers, as nowadays citizens of multicultural urban societies.

Psychometric Properties of the Peabody Picture Vocabulary Test - Revised for Greek preschoolers

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Early language development is a contributing key factor to the academic achievement. Scholars have received much attention in an attempt to clarify which variables interact with individual characteristics in order to promote the academic achievement (Simos, Sideridis, Mouzaki, & Chatzidaki, 2014). Additionally, many researchers have argued that receptive vocabulary contribute to language ability (Brown & Hulme, 1996; Bialystok, Luk, Peets & Yang, 2010). The aim of this study is to confirm the factor structure of the Greek version of Peabody Vocabulary Test (Simos, Sideridis, Protopapas, & Mouzaki, 2011) and to examine the relationships among demographic variables of young children such as gender, age and ethnicity. PPVT (Dunn & Dunn, 2007) is a measure of receptive vocabulary for children, that it has been widely used in research and practice (Krach, McCreery, Dennis, Guerard, & Harris, 2019). The Greek version of PPVT-R constitutes a reliable and valid assessment of vocabulary for Greek students (Simos et al., 2011). In total, 1398 children (Mage= 62.51, SD=7.2) from 82 kindergartens of Greece participated in this study. A factor analysis was applied and results confirmed the validity and reliability of the Greek PPVT-R. CFA showed one factor and the evaluation of model fit was satisfactory ($\chi^2 = 6951$, $df = 1127$, $p < .001$, $RMSEA = .060$, $SRMR = .061$). Cronbach's alpha coefficient showed adequate internal consistence ($\alpha=.87$). Results indicated that receptive vocabulary had significant relationship with age and ethnicity but not with gender. The findings of the present study support the instrument's factorial validity in early childhood education. This study is approved according to the ethical guidelines of the Greek Institute of Educational Policy and the Aristotle University of Thessaloniki and is been funded by the Hellenic Foundation for Research and Innovation. Participants have been informed about the study's purpose and agreed to participate.

STEM education: Concepts, Methods and Applications for teaching the 4 elements of nature in preschool education.

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STEM method is one of the most contemporary educational methods and is based on educating students in four disciplines-science, technology, engineering and mathematics. A group of 40 preschool students in kindergarten class is implementing an educational project about the 4 elements of nature. In this context activities aim to gain knowledge about the 4 elements- earth, fire, water and air and connect this knowledge with real life situations. The activities are organized according to STEM education methodology and begin with research. In the first phase, the students discuss about their experiences and the teacher lead them to a theory. In the second phase, the theory must be tested so students can come to a conclusion. In the third phase the theory is tested by finding solutions to problems and putting her into practice. Students collaborate and according to the theory they design constructions and implement experiments in order to find solutions.

One of the four elements we will examine is the air and its properties. Does the wind have power, sound or color? Initially, we place various materials on the table (e.g. paper balls, cotton, plastic lid), then we blow them using a straw and observe if and how each one moves. We also use a hair dryer which blows stronger and make comparisons. Next, the teacher present to the students an anemometer and they watch a video tutorial on how it works. In order to test the theory, we construct our own anemometer using daily materials and whenever the weather conditions change (with no wind, with mild wind and strong wind), we go out to the schoolyard and record our observations.

Plus, minus, equals and divided by ... the playful approach to Math!

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¹*Center Of Preschool Education "nipiakos Kipos"*

The motivation of this study was the arrival of 2020 and a fairytale in our classroom library entitled "Time Flows" by..., which was also discussed. The project implemented in the classroom had a particular impact on children aged 4 to 6 years. The following work plan consisted of three phases. The first phase included reflection and definition of the topic, through discussions, brainstorming and information exchange; the second involved the implementation of activities according to the CTCF, with subjects such as languages, mathematics, environment, literacy and computers while the third phase was based on the overall evaluation of the educational project. The main purpose of the work plan was to help children better understand mathematical concepts and enable them to interpret, understand and effectively control the world around them. The main goal is for children to start thinking in ways that characterize mathematical science, while realizing their social dimension, which is why we use them in our lives. Elaborate activities are required, where children first act in the material space by participating with their whole body (experiential states), then transfer this action to objects with body parts (real situations) and finally generalize their experience of mediating images, shapes, symbols (representational states). Therefore, the activities of this work plan related to a variety of math concepts in this age group including counting, addition, subtraction, shapes, comparison, symmetry, numbers, length, weight, time, problem solving and experiments. In addition, we visited the Noesis Museum of Technology and some historic buildings, where we observed their shape. A number of reasonable questions were raised by children, which were answered by finding information online. The project ended with a workshop where the children presented the importance of mathematics through the various fields of knowledge and the creation of a museum of Mathematics to their parents.

Children Can Help with the Climate Change - STEAM

Ms Apostolia Beka¹

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Climate change issues are a big concern for all people nowadays. Climate is the average of the weather (temperature, rainfall, humidity, etc) prevailing in one place. Climate change is due to natural or anthropogenic causes.

The project aims at raising interest and stimulating debate on climate issues and STEAM, risks and impacts for students, so as their activities can contribute positively to the reduction of climate change and be aware of the fact that natural resources are being exhausted and therefore only by adopting an eco-sustainable lifestyle could limit the damage. This project will contribute to increase public awareness on global and local aspects on climate change.

Students will organize different activities plus with STEAM such as brain storming, crafts, experiments, theater performances, dramatization, role play, participatory games, educational activities, workshops, science demonstrations, robotic and they will also try to raise parents and society awareness of climate change phenomena and the related impacts with events such as inviting experts and scientists and publishing actions and results on posters, websites and local press.

The aims of the project are:

- Strengthen children's knowledge of climate change at their country.
- Increase awareness of the risks and the impacts of climate change and exchange them with the other European members of the project.
- Increase interest and learn to debate on climate issues, risks and impacts.
- Be able the students to explain the phenomenon of drought and water scarcity and understand their relationship to climate change.
- Understand the term extreme weather phenomena and their implications as a consequence of climate change.
- Learn to contribute positively to the reduction of climate change.
- Adopt an eco-sustainable lifestyle that can limite the damage of climate change.
- Learn to compose and express their ideas with expressive completeness.

The estate of the shapes

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The activities we do at school should create the conditions for children to enjoy mathematics and to be able to use mathematics in their lives. 5 math activities will be developed through the model that will be created. These activities will consist of counting visible objects, identifying numbers from 1 to 10, and recognizing shapes. The flow of the game will begin with a story that accompanies the model to make it even more accessible to children. 1: Mrs. Anna goes out of the house and goes to the trail, where the children have to place her on number 6 and they will be asked to find the number after 6 and place the farmer there. They will be asked then to do the same with different numbers. 2: In the middle of the trail, Ms. Anna has to cross the bridge and count the fish in the river to find out if the chicken is hiding there. 3: At this point we place the farmer in the flower garden and ask the children to move it to the number they will be asked in random order. 4: We continue searching to the well. Around the well there are some shapes and the children will be asked to separate them into categories based on their shape and place them inside the well. Before placing them, we will ask them to tell us what the shape is and describe it. 5: We will ask children to count how many shapes they see on the 3 trees in total and how many in each category. If children give a wrong answer to an activity, we will urge them to try again. Finally, they will be handed a paper and they will be asked to draw the shape and number they like.

The contribution of public playground to children's development

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The playground is a kind of public or private park that is designed to entertain children up to 14 years old. It is an outdoor area which is usually part of a larger park. It consists of equipment (instruments - constructions), specially designed for individual or group play. It is positioned and designed in a way that does not endanger all children's safety and health. The purpose of the present study is to study the attendants' views on the contribution of the playground to the harmonious and all round development of children. The questions addressed are: (a) children's accessibility and traffic to the playground; (b) entertainment; (c) safety and trust of the equipment of the park; and (d) emotional, social, kinetic, and cognitive input development. The sample was constituted of 463 children companions (226 parents 49%, 157 grandparents 34%, 20 elder siblings 4%, 49 uncles and 11% uncles, 11% 2%). The semi-structured interview in the playground area was used. The index of reliability and internal consistency of the questions was a-Cronbach = 0.93. The results showed that preschoolers visit the playground mostly once or twice a week in the winter months and almost daily during the summer months, while playground toys for children with disabilities are not easily accessible. Children have fun with the existing playful park equipment but it is regarded as outdated, and it often requires maintenance and enrichment with new items to contribute to the kinetic and harmonious development of children. There is concern about children's safety at the playground because accidents have been caused by outdated equipment. Children at the playground find opportunities to play and interact with other children.

The Study on the Practice of Orff-Schulwerk Combined Hakka Nursery Rhyme "Bright Moonlight"

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Folk nursery rhymes inherited from Chinese culture are important resources for kindergartens, which are conducive to children's learning of local languages, identification of their own identity, confidence in local culture, and feelings of love for themselves, their hometown and country. "Bright Moonlight" is a traditional Hakka folk nursery rhyme, which has come down to the present day by oral communication for thousands of years. It contains deep cultural connotation, and the spiritual pursuit of Hakka people to worship morality and learning.

Every sentence in the nursery rhyme is short, with three-character and seven-character sentences as the main structure. It is JiangYang rhymes, and the feature of sound is bright and open. The rhyme word is catchy and the rhythm is lively. Choosing the "Bright Moonlight" as the teaching material for the senior children in the kindergarten. Based on using Orff-Schulwerk and integrating various artistic expression forms such as chanting, singing, body percussion, movement, instruments, so as to give a new vitality to the nursery rhyme.

Speech is the first step for music learning, and spoken word is significant in Orff-Schulwerk. For the teaching part of chanting and singing, the concise lyrics are matched with the rhythm of body percussion, and the content is rich in the narration step by step, and the sentences are closely related to each other. For the teaching part of instruments, variety of instruments are selected as the accompaniment; the movement is full of the thick local-cultural charm. In the creation and compilation of musical form structure, from "a single chanting" to new variety of forms. In the formation creation, "individual—group--collective" is integrated, and many forms are interspersed to enhance the fun. It's interesting, co-operative and challenging, so that children can immerse themselves in music activities, while promote well-rounded development of language, rhythm, sociality and so on.

A research on user evaluation of communication toy robots for assessing the potential of using robots as human companions

Dr. Hiromi Ban¹

¹*Sanjo City University*

The healing effect of companion animals has been proved in previous studies. The study clarifies that the effect of touching, greeting, and building a relationship between humans and animals leads to healing. However, because some people's allergic reactions and the cost of hygiene management for animals, the alternative of using robots has been studied. In recent years, research has advanced on the use of robots that effect healing through voice and touch capabilities. This study examines the customer ratings that were made on different communication toy robots in order to determine how to introduce such robots effectively in early childhood education in the future. The target of this study is 12 types of robots with 20 or more customer reviews, which ranked within the top 100 selling communication toy robots on Amazon.co.jp as of December 2019. For each robot, not only the "recommendation level" judged by the customer reviewer but also his/her comment is considered. These comments are analyzed using text mining software.

Children in early age and screen time

Mrs Eleonora Glavina¹

¹*Omep Croatia*

Children today live in a significantly different environment than they were 10 years ago or more. The biggest change is the availability of digital media. A recent survey conducted in Croatia in 2017. shows that children ages 2-6 spend time on screen between 2.4 and 3 hours a day, and 79% of them start using screens before the age of 2. Due to the harmful effects that such exposure may have, APA (American Psychological Association) issued recommendations on the non-use of digital media before the age of 2, and their maximum use up to 2 hours in pre-school.

The brain of a young child is extremely plastic. The experience that shapes it includes the physical activity of the child (conquering space, play...), stimulation of all the senses (visual, auditory, taste, smell, kinesthetic, touch) and emotional attachment to loved ones (acceptance, understanding, direction, intimate contact ...). Passiveness of children in front of screens, stimulation with exclusively visual and auditory stimuli, less time spent in joint activities with close adults, and with peers, thus gaining self-regulatory and social skills; those are important determinants of childhood in the modern world. New and different experiences shape the brain of children in a different way and thus its abilities in the broadest sense in adulthood.

Of course, the use of digital media has its advantages too, and children are adopting it as "digital natives" while we are just "immigrants" of the digital space. Information availability, different kind of communication options, are just some of them.

What do we, as early education experts, do to educate parents about the good and bad sides of screen time, how to balance the time and quality spent in the digital world with that spent in independent research, play and collaborative activities with others for the benefit of overall development?

Research discussion on introducing Fiber Condensation Characteristics into children's interactive learning

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According to Piaget's theory of cognitive development, egocentrism is one of the characteristics of children aged 3 to 6. Children see things or problems from their own standpoint and cannot imagine the perspective of others. Games are children's favorite activities. Children's cognition, emotion, will and personality are developed in games. Good use of games can help children realize decentrism, learn to understand others' positions, move from self to the collective, integrate into the collective, and learn to cooperate and communicate through the interaction between teachers and children. From the main factors of mechanical properties of aggregates of fibers, including crystal structure (personal factors), amorphous structure and orientation (interpersonal relationship), and from the anti-deformation strength and tensile strength (team cooperation) of fibers, to the cohesiveness and frustration resistance of children's teamwork. Through the design of group games inspired by fiber structure, children can learn to cooperate with each other and solve difficulties in individual and group, and feel the powerful power brought by cooperation. Therefore, it is inferred that children's future learning and development, giving full play to the interconnection of knowledge learning will help them form a rigorous knowledge network in the brain. Guided by the cohesive characteristics of fiber, the game is used as the carrier to promote children's awareness and ability of cooperation, the development of social communication, and the transfer to other areas of interactive learning.

Research on the response of confident and non confident children to instructions

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"Development Guide for children aged 3-6" emphasizes that early childhood education should cultivate children's qualities of daring to explore and try, help children establish self-confidence and gain a sense of achievement. At present, there are three different types of interaction between teachers and children: children who act with strong autonomy before teacher commands, children who act after receiving instructions, and children who hesitate after receiving instructions. An important reason influencing children's response after receiving instructions is self-confidence or not.

In view of this phenomenon, this study starts from the cultivation of children's self-confidence, through the way of cross-disciplinary learning and literacy training, and takes children's life education as the carrier, to explore the different responses of confident and non-confident children to instructions. Among them through "cleaning" course: children learn to clean the floor, clean the Windows, clean the fruit.....

Teachers guide children to think about the different characteristics of cleaning substances, such as: whether edible, whether hard, whether soluble in water and other knowledge. By introducing the curriculum into the life-oriented education, children are encouraged to try their hands to clean different materials, and teachers give positive feedback, so that children can get the confident experience of "I can do it".

The activity content of "cleaning" is extended to five domains of early childhood education, focusing on helping children gain confidence in interdisciplinary exploration. The future curriculum will be diversified and designed to help children gradually form confidence in interdisciplinary exploration and learning in the face of future uncertainties.

The Relationship between the Preschoolers' Degree of Mental Imagery Vividness and the Kinetic Development and its Learning Impact

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The representation of the information is the way in which this information is recorded or expressed. It is either brainstorming or visualizing (RE) or recreating an experience that at least in some respects resembles the experience of a precise perception of an object or event either in relation to, or independent of the immediate sensory stimulus. This cognitive image is a conscious representation of past perceptions with any of the senses, less vivid and not as detailed as a photograph. Vividness Degree of Visual Acuity (VDVA) is the processing, development, fidelity, refinement of detail, purity, a person's livelihood quality which he / she possesses during the conceptual imagery. Kinetic development (KD) examines age-related, sequential changes that occur during human life, the processes, the factors that influence these changes, and is evaluated according to the outcome of the movement. The purpose of this study was to investigate the relationship between VDVA and KA of preschool children. The sample consisted of one hundred eighty-six children (N = 186), 101 boys and 85 girls, aged 48 to 76 months, who attended public kindergartens in the Prefecture of Ioannina and were selected by random sampling. An array of 18 motor tests for the KA was used, as well as two tests for the VDVA "blind marathon road and five-sensory imaging cards". Descriptive and inferential statistics with Pearson's correlation coefficient ($r = 0.47$) were used for statistical analysis of the data indicating an average relationship of the two variables. The cross-sectional data for children who were engaged in regular sports activity two to three times a week showed a high correlation ($r = 0.78$). NAs are incorporated into the curriculum as a preparatory unit for learning and as a process within learning.