

Comparison of Finnish and Taiwanese ECEC practices

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http://blogs.helsinki.fi/orientate/

Orientation project 2008 -

Preparing for the improved research and feedback cycle2013-2014

A valid and comprehensive research in 2009-2010

Dissemination, articles, books, 2012-2014

Analyzing and development tasks 2010-2013

Development models, quality evaluations,2 012-2013

HELSINGIN YLIOPISTO HELSINGFORS UNIVERSITET UNIVERSITY OF HELSINKI

Developing ECEC in Helsinki 2014-

2018

2018 Sharing best practices and preparing new data collection

2015 Systematic observation, interviews and LE evaluations

2017
Development
models for
testing and
sharing

2016 Feedback for the teachers and adminstrators

2016
Development tasks for preschools



The model of reconstructuve feedback for children

For children, the feedback loop advances from the zone of proximal development (Vygotsky)

to the acquired skills used in actual development.

These skills are used for personal agency and

they are further developed in the shared production of cultural artifacts.

This produced new culture is the new zone of proximal development.



Reconstructive feedback for educators

For ECEC professional the loop advances from researching the dynamics of the learning environment towards defining development tasks based on the research results.

The ECEC educators produce solutions for better ECEC.

Eventually, the solutions are shared with other educators and the new practices provide new ingredients for the next loop of ECEC development.



Research questions

What are the possibilities and challenges of conducting a shared ECEC research and development project in Finland and Taiwan?

How can we enhance the process in the next loop of the reconstructive feedback?



Methods

Observation

Child interview

Child evaluation

Learning environment evaluation. The tools for ECEC professional development have been tested and enhanced based on the experiences of 2009-2014.



Results

The 2015 data collection and tightening the feedback loop for ECEC enhancement.

The project has been productive both in scientific results (cf.

http://blogs.helsinki.fi/orientate/products/the-scientific-products-of-the-apu-project/) and in practical

solutions for everyday ECEC (cf.

http://blogs.helsinki.fi/orientate/development-models/).

We invite both

ECEC researchers and practitioners to join us in the process.