

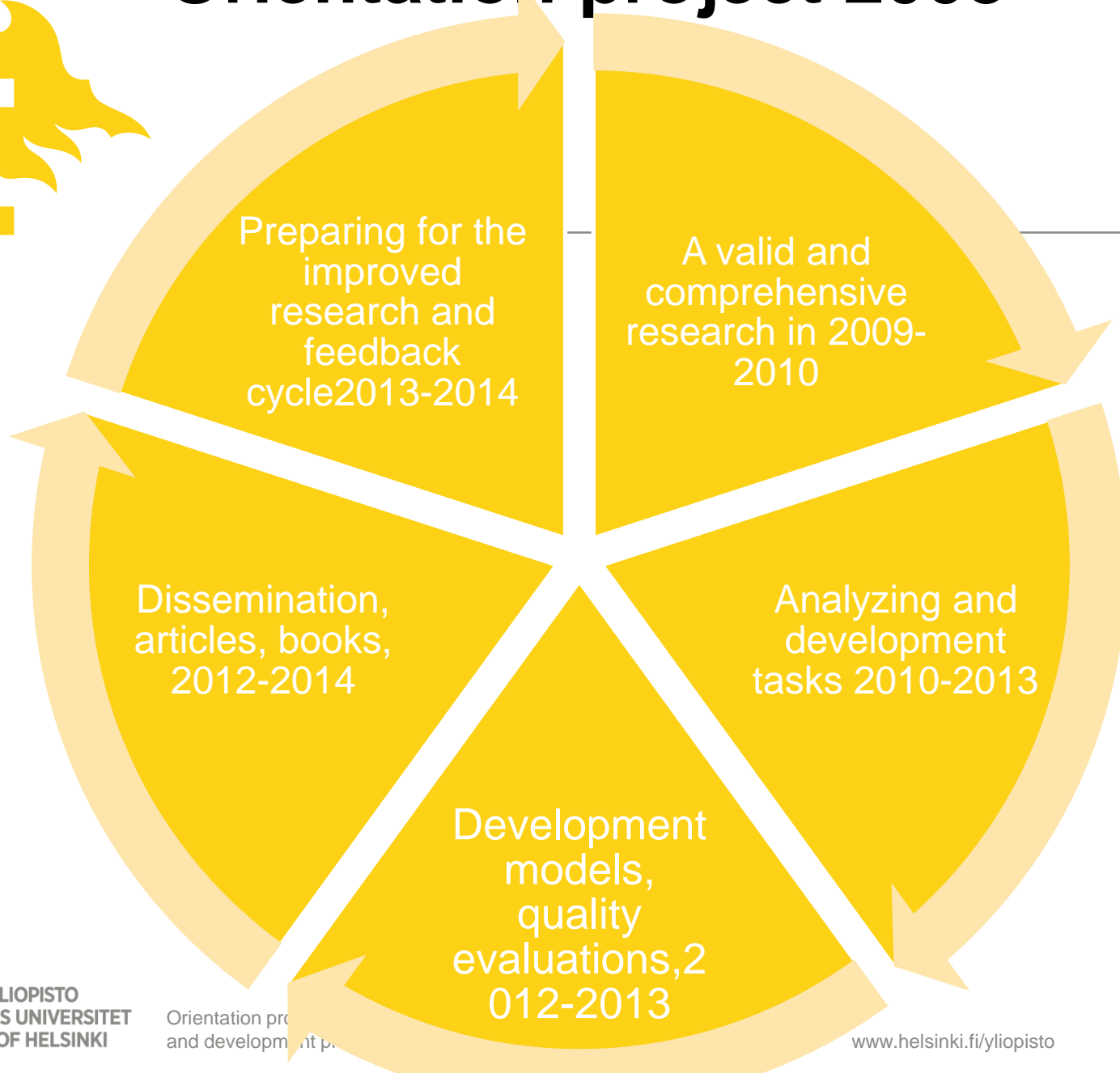


Comparison of Finnish and Taiwanese ECEC practices

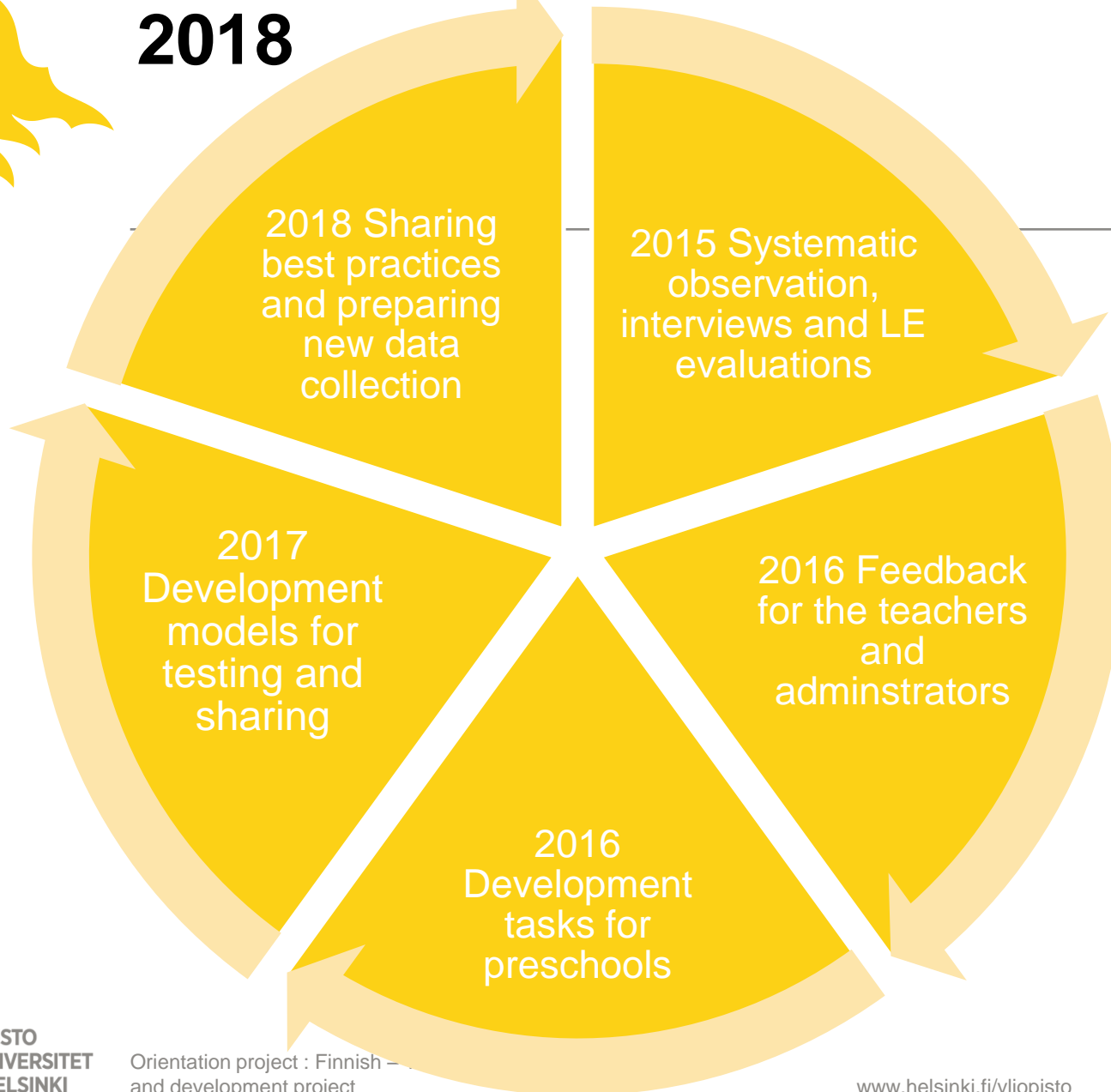
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25th August, Jyväskylä

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

Orientation project 2008 -



Developing ECEC in Helsinki 2014-2018





The model of reconstructive 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.