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# EXPLORING VYGOTSKY'S IDEAS: CROSSING BORDERS

PRAGUE, CZECH REPUBLIC 29TH AUGUST – 1ST SEPTEMBER, 2007

# ABSTRACT BOOK



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Concepts, instruments, educational materials and training modules focus on three major entrances to observe and improve quality in education: the process (with the variables 'well-being' and 'involvement'), the context (the 10 action points, the experiential adult style) and the output (deel-level-learning, a holistic approach in the assessment of development, emotional health, social competence, self-management and entrepreneurship...).

This poster will present two instruments designed to help practitioners to take initiatives that enhance well-being and involvement of children: (1) the 'SiCs' or newly developed Self-Evaluation Instrument for Care Settings (babies and toddlers) and (2) the Process Oriented Child Monitoring System. To illustrate a series of activities designed to support interventions relating to the social-emotional development, the Box full of Feelings will be commented.

☞ *Keywords: quality assurance, well-being, social competence, observation*

### Classroom Assistant: A Handy Resource for Teachers or an Effective Support for Weaker Readers?

COLETTE GRAY
*Stranmillis University College: A College of the Queen's University of Belfast, United Kingdom*

As the number of learning support assistants (also referred to as classroom assistants, teaching aides, auxiliary support and paraeducators) employed in the primary sector continues to increase, questions concerning the contribution they make to raising standards of attainment remain to be answered. This paper reports evidence from a small scale study undertaken to evaluate the impact learning support assistants have on the reading attainment of young children taught in schools using a whole class systematic phonics approach.

Methods: A matched sample test/retest approach was employed to examine differences in the reading performance of pupils who did and did not receive additional reading support.

Findings: Whilst overall, pupils exposed to the whole class systematic phonics approach showed a significant improvement in reading performance, no added value was noted for pupils receiving learning support assistance. On the contrary, the results suggest that learning support may have a detrimental impact on lower ability readers. Contradictions between the empirical findings and the views of teachers are discussed here.

☞ *Keywords: classroom assistant, reading, attainment*

### Drawings of Emotionally Characterised Figures by Orphanage and the Children Who Live with Their Families

OYA RAMAZAN, RENGIN ZEMBAT, GÜLDEN UYANIK BALAT AND GÜLÇIN GÜVEN
*Marmara University, Ataturk Education Faculty, Early Childhood Education Department, Turkey*

Drawings are an important source of clearly explaining a child's thoughts and feelings and are a means of reflecting oneself. Drawings, which are created with a child's own initiative, when analyzed properly, reveal their inner world and reveal details about themselves and their development. The way, in which the paper is used composition, the use of colour is all important for the observer. Because the child, while drawing, feels as though he/she is in a free 'play' environment and all actions are natural. This natural surrounding allows the observer to witness the child's true feelings. Previous research has shown that children systematically alter the size and colour of their drawings in response to the emotional character of the figures, which they draw. This research was designed to investigate whether children receiving a

different kind of family background also use scaling and colour differentially for depicting figures emotional significance. 60 children, 30 orphans and 30 children who live with their families. All the children completed three drawings of differentially characterized human figures: a neutral, a happy and a sad figure. All children completed one test session in which they were asked to draw three men. 10 block crayons (red, orange, yellow, green, blue, purple, pink, white, brown and black) and A4 papers were used by children in both groups. Drawing height and width were measured in centimeters from the furthest vertical and horizontal points. However there were differences between the two different family structure groups in relation to the colours and size used for the negatively characterized figures.

☞ *Keywords: children, orphanage, drawing, figure*

### Observing the Uniqueness of a Child's Interpretation of Allegory - Basic Premise for Building Skills for Interpreting the Allegorical Meaning

ROZALINA ENGELS
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The research focuses on the skills of children aged 5-7 years for interpretation the allegory in sayings and proverbs. The primary objective is to uncover the core essence of children's skills for interpreting the allegory of sayings and proverbs mainly in their connection with uniqueness of a child's interpretation of the allegorical meaning. The last-named phenomenon has been added as an important criterion for the purposes of this research, and as a theoretical basis for defining it, the author uses the differentiation between the terms "meaning" and "significance", as introduced by Vygotsky, later on adopted and developed by Luria. In this context, a child's own "unique interpretation of allegory" is a translation of the saying or proverb that does not fall within the social framework of its use, neither literally or as a metaphor, but is nonetheless a self-contained explanation of the saying or proverb which captures a metaphorical meaning different to the objectively-accepted one, a meaning that represents the child's own view of the world, which is always unique in its own way. Exploring these issues, a psychological-pedagogical experiment, involving a total of 104 children aged 5-7 years (divided into three experimental groups and one control group), was conducted for a period of 8 months in three stages – Ascertain, Building, and Control. The main finding is that unique children's interpretations need to be taken into account in every step of the stage-by-stage structure of building the researched skills because they are often a prerequisite for reaching the phrase's meaning.

☞ *Keywords: allegory, significance, meaning, proverbs*

### Attainment of Number Concept by Children between 4-7 Years Old

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The main purpose of this research is to determine whether the attainment of number concept by the children between 4-7 years old differs depending on age variant as well as depending on whether receiving pre-school education or not in general and for children of 7 years old, depending on whether such children have received pre-school education or not. Attainment of number concept has been examined by means of One-to-One Matching Test consisting of Piaget's experiments.

One-to-One Matching Test intends to measure the concepts and the skills attained by the pre-school children as well as the children at the beginning of elementary education. The tests with respect to the determination of the reliability of the experiments designed for this purpose have applied to 268 students

receiving education in private and public schools affiliated to the Ministry of National Education in Istanbul Province and the obtained results have been examined hereunder.

The sampling group to which One-to-One Matching Test have been applied has been classified into 4, 5, 6 and 7 age groups. As a result of performed statistical analysis, it has been observed that the achievement in One-to-One Matching Test also increases as the age increases. The difference between age groups is at a significant level ($p<.001$) and in favour of big group. No significant difference has been determined between 5 ages and 6 ages.

CO-AUTHORS: OYA RAMAZAN AND HANDE ÖMERCIKOGLU

☞ *Keywords: one to one matching test, Piaget's experiments, 4-7 years old*

### Supporting the Creation of an Early Intervention Culture on the District of Aveiro, Portugal

PAULA SANTOS
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We're involved in an action-research movement, aiming to develop the Early Intervention (EI) Structure of Aveiro's District (a community based and transdisciplinary structure). It comprehends 118 professionals - doctors, nurses, early childhood educators, psychologists and social workers - from community agencies belonging to state departments of Health, Education and Social Security; they're responsible to intervene with 0 to 3 children at risk of developmental delay, in order to enhance the circumstances where their development occurs. Knowing that what happens in terms of development in these early stages of life, will depend essentially on the quality of interactions they experience with their primary caregivers, we integrate a coordinating, training and supervising team which efforts are to promote enabling and empowerment at all levels of the EI structure: EI supervisors, EI professionals and the children's families, in a collective and reciprocal dynamics, which will have as ultimate goal, optimizing emotional well-being and involvement / development of 0-3 children at risk of developmental delay.

In the context of the action-research study we developed from 2001 to 2005 (which resulted in a Ph. D. thesis), we defined a *cognitive transformation process* (adap. Schein, 1991) to support the creation of an *EI culture*, promoting the development of stimulation, sensitivity and autonomy dimensions on *EI professionals Style* (adap. Laevers, 1997, 2003). Based on data from interviews to EI Supervisors, we build an *EI Supervision Competencies Profile*. In this poster, we'll present these instruments, and the main processes of their creation.

☞ *Keywords: early intervention, enabling, empowerment, stimulation, sensitivity, autonomy promoting*

### Social and Emotional Adaptation of Pre-school Children

YILDIZ GÜVEN
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Socialization is an adaptation matter and also a process of reproduction period for children. Children participate in their cultures not only as a member of their society but also a contributor to their cultural change. The studies emphasize the importance of parent-child, sibling-child and peer-child relationships in social and emotional adaptation of children. The aim of this research is to investigate social and emotional adaptation of 5 year olds children taking some variables into consideration. The 'Marmara Scale of Social and Emotional Adaptation' was applied to the sample group by their teachers. Also parents were asked to mention their opinions about the questions related to the survey in the survey questionnaire. The sample consisted of 524 children (260 girls and 264 boys). The results of this study indicated that the only children