

PECERA

PECERA2015

16TH ANNUAL CONFERENCE

PLAY: TIME, SPACE & PLACE

Sydney, Australia | 24 - 26 July 2015

MACQUARIE UNIVERSITY | SYDNEY, NSW, AUSTRALIA

FINAL PROGRAM AND ABSTRACT BOOK

www.pecera2015.com

1655 – 1720	What Does Violence Against Women Have To Do With Play In Early Childhood Settings? <u>Wendy Shepherd</u>		Young Children's Experiences Of Connectedness And Belonging In A Rebuilding Post Armed Conflict Village: A Case Study From Sri Lanka <u>Nanditha Hettitanti</u>	Developing Autonomy Through The School Extra Feeding Program: Experimental Research Of 7 Years Old Children In Elementary School <u>Neneng Tasuah</u>	Social Competence, Cultural Orientations And Gender Differences: A Study Of Mandarin-English Bilingual Pre-Schoolers <u>Yonggang Ren, Shirley Wyver</u>	Conceptualisations Of Young Children As Learners Of History In Early Childhood Curriculum Documents <u>Rosemary Dunn</u>
1720 – 1730	Poster Viewing					Atrium, C10A, Campus Hub
1730 – 1930	Poster Viewing and Welcome Reception					Atrium, C10A, Campus Hub

SATURDAY, 25 July

0800 – 1730	Registration Open	Atrium
0900 – 1015	Concurrent Session 3	

	Room E5A 110 Chair: Cathrine Neilsen-Hewett	Room E5A 120 Chair: Margaret Carter	Room E5A 130 Chair: Emilia Djonov	Room E5A 160 Chair: Yvonne Chan	Room E5A 170 Chair: Shirley Wyver	Room E5A 180 Chair: Marilyn Fleer
0900 – 0925	Promoting Social Inclusion In Aboriginal Communities: Engaging Families, Educators And Health Workers <u>Marina Papic, Joanne Mulligan, Cathrine Neilsen-Hewett, Judith McKay-Tempest, Garth Alperstein, Camilla Gordon, Michelle Hamilton</u>	Through Children's Eyes: Reasoning About Social Rules <u>Margaret Carter, Marilyn Dasson</u>	Children's Development Depicted In Soo-Ji Lee's Picture Books <u>Tae-Kyung Kim, Jo-Eun Lee, Hea-Soog Jo</u>	I Am, I Have And I Can. What About You? A Singaporean Study On Well-Being And The Development Of Resilience In Preschool Aged Children <u>Yvonne Chan</u>	The Cognitive Abilities In Preschool And Later Mathematical Abilities: A Longitudinal Study In Chinese Children <u>Dan Cheng</u>	The Development Of Holistic-Integrative Approach To Early Childhood Education: Findings From A University-Based Preschool In Central Java, Indonesia <u>Eti Waluyo</u>
0925 – 0950	Making Learning Visible For Families: Parents Perceptions Of Children's Learning For Building Partnerships With Parents <u>Elizabeth Rouse</u>	Young Children's Perspectives On Their Learning Through Play <u>Yeshe J. Colliver</u>	"Twinkle, Twinkle, Little Star. Ready? One, Two, Three...": A Multimodal, Social-Semiotic Analysis Of Sessions For Babies And Toddlers At Public Libraries <u>Emilia Djonov, Maree Stenglin, Jane Torr</u>	Case Studies Focusing On Well-Being And Involvement: Singaporean Examples <u>Cynthia Tan</u>	A Study On The Types Of Analogy In Scientific Investigation Of Young Children <u>Hyun Ryoung Kim, Boo Yeun Lim</u>	Researcher Intersubjectivity: A Tool For Jointly Building An Early Childhood Quality Involvement Scale In Vietnam <u>Helen Hedges, Marilyn Fleer, Hanh Le Thi Bich, Freya Fleer-Stout</u>
0950 – 1015	Being A Parent In Global Korea: Korean Parental Viewpoints Of Young Children's English Learning <u>Lena Lee</u>	The Components Of The Model Building Moral And Ethics Of Basic Education Students Under Primary Educational Service Area Office In The North Of Thailand <u>Nongluck Jaichalad</u>	A Development Of Picture Books Entitled Phetchabun Sweet Tamarind For Primary Student Grade Level 1 Under The Office Of Phetchabun Primary Education Service Area <u>Parama Kaewphuang</u>	Relationship Pedagogy: An Effective Way To Facilitate Classroom Learning And Character Development Of Children Ages 4-5 Years Old <u>Criselda Mariel L Azuri</u>	An Analysis Of The Features Of The 5-Year-Old Young Child's Scientific Inquiry Extracted From Their "Words" And "Behavior" During The Sound Activity <u>Takuya Kotani</u>	The Use Of Word Wall Media In Improving Student's Vocabulary Mastery On The Second Grade Of Sd Prima Sakinah Islamic School Bekasi <u>Dwi Meti Pratiwi</u>

1020 – 1200	Concurrent Session 4					
	Room E5A 110	Room E5A 120 Chair: Margaret Carter	Room E5A 130 Chair: Helen Little	Room E5A 160 Chair: Cathrine Neilsen-Hewett	Room E5A 170 Chair: Maria Hatzigianni	Room E5A 180 Chair: Shirley Wyver

1020 – 1040	Play, Pedagogy, Learning And Development: A Cultural Historical Perspective Discussant: Prof Sue Grieshaber Symposium Paper 1: Thinking With Concepts In Imaginary Play: A Cultural-Historical Study <u>Margaret Carter</u>	Peaceful And Productive Early Years Spaces <u>Margaret Carter</u>	The Role Of The Educator During Outdoor Play - Examining The Relationship Between Educator Beliefs And Practices And Children's Participation In Physically Active Play <u>Kelly Tribolet</u>	Behavior Modification Through Traditional Game Of 'Goak -Goakan' With A Case Of Children With Attention Deficit Hyperactivity Disorder In Singaraja, Bali, Indonesia <u>Nyoman Jampel, Luh Ayu Tirtayani, Nice Maylani Asril</u>	Three To Six: Children's Multimedia Use In Beijing <u>Minyi Li</u>	A Guidance Model On Personal And Social Competence For Kindergarten Pupils <u>Leonora F. Varela</u>
1045 – 1110	Of Child's Play Participation At Home <u>Yijun Hao, Megan Adams, Sue March, Marilyn Fleer</u>	What Is Place? A Discussion On The Role Of Place In Early Childhood Programmes <u>Janet Robertson</u>	Affordances For Risk-Taking And Physically Challenging Play In Australian Early Childhood Settings In A Changing Regulatory Environment <u>Helen Little</u>	Descriptive Study Of Application Development In Deaf Children's Language Skills Classroom In The Training And Observation Centre <u>Wantoro Wantoro</u>	Developing Education Game As An Interactive Learning Based On Multimedia <u>S. S. Dewanti Handayani</u>	Development Of Social Skill Learning Program Guidebook For Teachers In Kindergarten <u>Frida Setiawati, Rita Izzaty, Yulia Ayrisa, Ni Nyoman Serati</u>

SATURDAY, 25 July: 0900 – 1015

Concurrent Session 3



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Title	Presenters/Co-Authors	Country	Room
Promoting Social Inclusion In Aboriginal Communities: Engaging Families, Educators And Health Workers	<u>Marina Papic</u> , Joanne Mulligan, Cathrine Neilsen-Hewett, Judith McKay-Tempest, Garth Alperstein, Camilla Gordon, Michelle Hamilton	Australia	E5A 110
Through Children's Eyes: Reasoning About Social Rules	<u>Margaret Carter</u> <u>Marilyn Dasson</u>	Australia, Singapore	E5A 120
Children's Development Depicted In Soo-Ji Lee's Picture Books	<u>Tae-kyung Kim</u> , Jo-eun Lee, Hea-soog Jo	South Korea	E5A 130
I Am, I Have And I Can. What About You? A Singaporean Study On Well-Being And The Development Of Resilience In Preschool Aged Children	<u>Yvonne Chan</u>	Singapore	E5A 160
The Cognitive Abilities In Preschool And Later Mathematical Abilities: A Longitudinal Study In Chinese Children	<u>Dan Cheng</u>	China	E5A 170
The Development Of Holistic-Integrative Approach To Early Childhood Education: Findings From A University-Based Preschool In Central Java, Indonesia	<u>Edi Waluyo</u>	Indonesia	E5A 180
Making Learning Visible For Families: Parents Perceptions Of Children's Learning For Building Partnerships With Parents	<u>Elizabeth Rouse</u>	Australia	E5A 110
Young Children's Perspectives On Their Learning Through Play	<u>Yeshe J Colliver</u>	Australia	E5A 120
"Twinkle, Twinkle, Little Star. Ready? One, Two, Three...": A Multimodal, Social-Semiotic Analysis Of Sessions For Babies And Toddlers At Public Libraries	<u>Emilia Djonov</u> Maree Stenglin, Jane Torr	Australia	E5A 130
Case Studies Focusing On Well-Being And Involvement: Singaporean Examples	<u>Cynthia Tan</u>	Singapore	E5A 160
A Study On The Types Of Analogy In Scientific Investigation Of Young Children	<u>Hyun Ryoung Kim</u> Boo Yeun Lim	South Korea	E5A 170
Researcher Intersubjectivity: A Tool For Jointly Building An Early Childhood Quality Involvement Scale In Vietnam	<u>Marilyn Fler</u> , Helen Hedges, Hanh Le Thi Bich, Freya Fler-Stout	New Zealand	E5A 180
Being A Parent In Global Korea: Korean Parental Viewpoints Of Young Children's English Learning	<u>Lena Lee</u>	United States	E5A 110
The Components Of The Model Building Moral And Ethics Of Basic Education Students Under Primary Educational Service Area Office In The North Of Thailand	<u>Nongluck Jaichalad</u>	Thailand	E5A 120
A Development Of Picture Books Entitled Phetchabun Sweet Tamarind For Primary Student Grade Level 1 Under The Office Of Phetchabun Primary Education Service Area	<u>Parama Kaewphuang</u>	Thailand	E5A 130
Relationship Pedagogy: An Effective Way To Facilitate Classroom Learning And Character Development Of Children Ages 4-5 Years Old	<u>Criselda Mariel L Azurin</u>	Singapore	E5A 160
An Analysis Of The Features Of The 5-Year-Old Young Child's Scientific Inquiry Extracted From Their "Words" And "Behaviour" During The Sound Activity	<u>Takuya Kotani</u>	Japan	E5A 170
The Use Of Word Wall Media In Improving Student's Vocabulary Mastery On The Second Grade Of Sd Prima Sakinah Islamic School Bekasi	<u>Dwi Meti Pratiwi</u>	Indonesia	E5A 180

childhood research contexts. Through in country workshoping of digital video documentation of early learning and development practices found in the province of Gia Lai, Vietnam, we show how we supported preschool, primary and community leaders and teachers to develop a quality rating scale. Unlike previous instruments, participants conceptualised quality for their province as an involvement scale. That is, quality was defined in relation to children's levels of involvement in different activities in community, preschool and school based settings. The outcomes of the research process show how localised funds of knowledge can be built, and how in country workshoping makes visible important every day and scientific conceptions of quality.

Being A Parent In Global Korea: Korean Parental Viewpoints Of Young Children's English Learning

Lena Lee¹

1. *Miami University, Oxford, Ohio, United States*

This presentation is focused on Korean parents' perspectives on young children's English learning in relation to the meanings of globalization and democracy in Korea. Korean parents often convince their children that academic success is indispensable for their future occupations and the stability of their lives in Korea. The social needs of Korea today have been embedded in children's education in the form of the recognition that children need to obtain a great variety of information, skills, and languages to understand each other better and make them competent in global Korea. Given these Korean social needs to young Korean children's English learning, this paper explores Korean parental perspectives, dilemma and concerns in their children's learning English with individual interviews of 25 Korean parents whose children were in preschools, kindergarten or primary grades. In particular, this presentation examines three major research questions:

1. What concerns and struggles do Korean parents currently have concerning their young children's English learning?
2. How do their concerns relate Korean social contexts?
3. What differences or similarities of their concerns and struggles are found among families and parents with different SES and regions?

The Components Of The Model Building Moral And Ethics Of Basic Education Students Under Primary Educational Service Area Office In The North Of Thailand

Nongluck Jaichalad¹

1. *Faculty of Education, Pibulsongkram Rajabhat University, Muang, Pitsanuloke, Thailand*

The objective of this research was to study the components of the model building morality and ethics of basic education students under Primary Educational Service Area Office in North of Thailand. Data sources were consisted of document, concepts, theories, research papers, academic and educational organizations. The Instrument used in this research was an information collecting form. The Research Methodology was documentary synthesis.

The findings of the components of the model building morality and ethics of basic education students under Primary Educational Service Area Office in North of Thailand were found three components as follows:

- 1) Honesty consisted of four aspects; 1.1) self-honesty, 1.2) others-honesty, 1.3) duty-honesty, and 1.4) social and country honesty
- 2) Public mind consisted of three aspects; 2.1) self-public mind, 2.2) duty public mind, and 2.3) community and social public mind
- 3) Responsibility consisted of five aspects; 3.1) self-responsibility, 3.2) family responsibility, 3.3) education responsibility, 3.4) community and social responsibility, and 3.5) nation responsibility.

A Development Of Picture Books Entitled Phetchabun Sweet Tamarind For Primary Student Grade Level 1 Under The Office Of Phetchabun Primary Education Service Area

Parama Kaewphuag¹

1. *Faculty of Education, Phetchabun Rajabhat University, Muang, Phetchabun, Thailand*

The objectives of this research were (1) to develop a picture books entitled Phetchabun Sweet Tamarind to meet the 80/ 80 efficiency criterion; (2) to compare the pre-learning and post-learning achievements of the students who learned from the picture books; and (3) to study the satisfaction of the students with learning from the picture books.

The research sample consisted of 31 students in Prathom Suksa 1/1 classroom of Muang Phetchabun School in Phetchabun Province during the second semester of the 2014 academic year, obtained by Multi-stage Sampling. The employed research instruments comprised (1) the picture books entitled Phetchabun Sweet Tamarind; (2) a learning management plans for learning using the picture books; (3) a learning achievement test; and (4) a questionnaire on student's satisfaction with learning from the picture books. Statistics of data analysis were the E1/ E2 efficiency index, mean, standard deviation and t-test.

Research findings showed that (1) the developed picture books were efficient at 88.18/ 81.40, which were higher than the 80/ 80 efficiency criterion; (2) the post-learning achievement scores of the students who learned from the picture books were significantly higher than their pre-learning achievement scores at the .05 level; and (3) the students who learned from the picture books were satisfies with their learning from the picture books at the high level.

Relationship Pedagogy: An Effective Way To Facilitate Classroom Learning And Character Development Of Children Ages 4-5 Years Old

Criselda Mariel L Azurin¹

1. *Stamford American International School, Singapore, Singapore*

This qualitative study investigated how fostering relationship between teacher and 4-5 year old learners is linked to academic success. According to a research done by the Centre of Developing Child at Harvard University, learners who develop

A Development of Picture Books Entitled Phetchabun Sweet Tamarind for Primary Student Grade Level 1 under the Office of Phetchabun Primary Education Service Area

Parama Kaewphuang *

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* *Faculty of Eduation, Phetchabun Rajabhat University, Muang, Phetchabun, Thailand*



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PECERA 2015 Abstract Outcome

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13 พฤษภาคม 2558

13:56

Dear Parama,

Please accept this email as formal confirmation that your abstract submission has been accepted into the PECERA 2015 program.

OUTCOME

On behalf of the Committee, I am pleased to advise that your below abstract has been **ACCEPTED** as an **ORAL PRESENTATION**.

A Development of Picture Books Entitled Phetchabun Sweet Tamarind for Primary Student Grade Level 1 under the Office of Phetchabun Primary Education Service Area

Please let me know if you are only attending a particular day of the conference so we can allocate your abstract accordingly.

CONFIRMATION REQUIRED

Please confirm you acceptance of this oral presentation by no later than **5pm AEST on Thursday, 21 May 2015 by return email**. If your confirmation is not received in time, the Committee reserves the right to reallocate your abstract.

If you are NOT the presenting author for this abstract, please ensure that the presenting author is forwarded this message so that they can respond to confirm their acceptance and note the above requirements.

Please do not hesitate to contact me should you have any questions.

Kind regards,

Pippa

Pippa Morris

PECERA 2015 Conference Secretariat

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Abstract Submission

The PECERA Call for abstracts deadline extended until Friday, 24 April 2015!

[CLICK HERE TO SUBMIT YOUR ABSTRACT](#)

The PECERA 2015 Conference has allocated a large percentage of its program to abstract submissions. It is of utmost importance to the PECERA Organising Committee that current research, sitting at the forefront of the Early Childhood Education Research, is integrated into the program.

The scientific organising committee is calling for oral and poster abstracts to be submitted for the following themes:

- Action Research
- Child Development and Learning
- Children with Diverse Needs
- Curriculum
- Difficult to Access Populations
- Environmental Education
- Leadership and Management
- Nutrition, Safety and Health
- Parenting/Building Partnerships with Families
- Policy Issues
- Teacher Education
- Technology in Early Childhood Education

Should you wish to showcase your work - this is your chance; submit an abstract today. We need your expertise to ensure this international conference meets the standards set by the prestigious Pacific Early Childhood Education Research Association.

All abstracts must be submitted by COB Friday, 24 April 2015 via the online portal and encompass the conference theme of Play: Time, Space and Place. Abstracts should be no longer than 350 words (excluding title). Abstract will be reviewed by the PECERA program committee.

We are seeking abstracts for three types of presentations:

1. Individual Presentations

Each presenter will be provided with a programmed presentation. Presenters are encouraged to allow time for rigorous discussion at the end of their presentations.

2. Poster Presentations

Posters need to be A0 in size (height: 120 cm, width 90 cm) and should be presented in portrait orientation. Poster presenters will have the opportunity to talk about their poster during the time allocated in the program.

3. Symposium Presentations

Symposia are a collaboration of four abstracts, grouped together under the same subject theme. Symposium/panel proposals need to nominate a discussant to be the chairperson (an independent chairperson can also be nominated if preferred).

When nominating papers for a symposium it is important that the symposium/panel organiser include

We look forward to receiving your abstract.

Provisional Program

Thursday 23 July 2015

1500 - 1800

Registration Open & Posters Set up

Friday 24 July 2015

0630 - 1800

Registration Open & Posters Set up

0730 - 1130

School Visits

1230 - 1315

Conference Opening

1315 - 1415

Plenary Session - Keynote Speaker 1

1415 - 1445

Afternoon Tea & Posters Viewing

1445 - 1610

Symposia

1610 - 1730

Submitted Papers

1730 - 1930

Welcome Reception & Poster Viewing

Saturday 25 July 2015

0800 - 1800

Registration Open

0900 - 1030

Symposia

1030 - 1215

Submitted Papers

1215 - 1315

Lunch & Poster Viewing

Publication Workshop

1315 - 1415

Plenary Session - Panel

1415 - 1425

PECERA 2016 Announcements

1425 - 1455

Afternoon Tea & Poster Viewing

1454 - 1625

Symposia

1625 - 1800

Submitted Papers

Sunday 26 July 2015

0830 - 1230

Registration Open

0900 - 1020

Submitted Papers

1020 - 1045

Morning Tea

1045 - 1145

Plenary Session - Keynote Speaker 2

1145 - 1230

Conference Close

The Organising Committee is grateful to the following, who at the time of printing have given their support in many different ways.

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Aims and Scope

The journal serves as a vehicle for reporting and sharing the results of studies by early childhood education in the Pacific area. It is peer reviewed to insure that only high quality manuscripts are accepted for publication.

The journal is multi-disciplinary and serves educators and other professionals concerned with the education and care of young children. It focuses primarily on research activities in the Pacific Rim area, though research reports from other areas are not excluded. The journal includes research articles related to the education and care of children from birth to age 8 and to related topics. These include reports of empirical research, reviews of research, critiques of research, and articles related to the applications of research to practice.

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To disseminate and support research in early childhood education within the Pacific area.

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