24th EECERA CONFERENCE

EECERA
European Early Childhood Education Research Association



‘US, THEM & ME:
Universal, Targeted or Individuated Early Childhood Programmes’

ABSTRACT BOOK



Crete, Greece 7th - 10th September 2014

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University of Crete

Centre for Research in Early Childhood

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The Relationship between Divorced or Non- Divorced Parent's Parental Acceptance-Rejection Perception and 5-6 Aged Children's Family Perception on Their Drawings

PINAR BAĞÇELI KAHRAMAN, HANDAN ASUDE BAŞAL AND RABIA ÖZEN, Uludag University, Turkey

The aim of this study is to investigate relationship between divorced and non-divorced parents, 5-6 aged children's family perception on their drawings and their parental acceptance-rejection perceptions of their children. Researches show that there is a strong relationship between parents' acceptance or rejection perception and children's behaviours (Hoglund & Nicholas, 1995, Rohner, 2004, Genctoprak, 2010, Erler, 2011) and children's behaviours shape in family environment (Oktay, 2007). When we think that children's drawings are the mirror of their inner world, Family Drawing Test can be important factor to understand the family environment and reasons of child's behaviour. But it is not found any research examining whether there is a relation between parents' acceptance or rejection perception and child's drawing. In accordance with this aim the study group is consist of 200 mothers-fathers and their 100 children. Totally 300 parents and children were included in the study. In order to achieve this aim, 'Personal Information Form' and 'Family Drawing Test' performed to children. Besides 'Parental Acceptance-Rejection Questionnaire' which was developed by Rohner (1989) and adopted to Turkish by Varan (1997) was applied to parents. 21 university students found these families from different places as their living country, their schools, their neighbours etc. Aim was explained and it was applied to voluntary children and parents. The data collected from the children's drawings and questionnaire will be analysed. The results will be written and discuss parallel to the findings. According to the findings, it will be proposed to the teachers and families.

Keywords: family, acceptance-rejection perception, family drawing test, divorced parent, 5-6 aged

SYMPOSIUM SET F/ 15

ART AND DRAMATIC PLAY USED TO DEVELOP IDEAS OF DEMOCRACY IN ECE

Individual Papers

CHAIR: BEVERLEY NIGHTINGALE
University Campus Suffolk, United Kingdom

Teachers` use of performativity as a means to increase democratic practices in Early Childhood Education

ANNE LISE NORDBØ, Buskerud and Vestfold University College, Norway,

My proposed research aim is to investigate how pre-service teachers can conduct aesthetic experiential learning situations to enhance performative democratic participation. The study is part of the primary objective of the superior multidisciplinary project, which through empirical research, search to contextualise, identify, problematise and analyse how educators perceive, experience, and understand democracy, and how their notion of democracy actually shapes their facilitation of education for and through democracy. The study build on a study about interaction between teacher-actors and child-participators in a performative event-like situation, published in The Journal of Educational Inquiry (Nordbø¸ 2012, 3, 1.) This study: Connected to the Project ''Experiencing. The study is informed by the role of aesthetic experiences in the educational philosphy of John Dewey (1938, 2005) and the concept of action in communication and democracy of Giert Biesta (2006), emphasising learning through the senses, and performative mediation as events (Fischer-Lichte). Phenomenological discourses of framing and flux in art and education, related to experience and/of democracy in education. Empirical results will be collected from the praxis of pre-service teachers` conducting of aesthetic experiential learning processes in Kindergartens. Participation involves power relations between adult and child, performer and participator. The Paradox of framing and flux in both performativity and teaching will be addressed, connected to democracy and participation of multiple voices. Which voices are attended to by inter/co-action? Research being undertaken autumn 2014. To what extend can experiences of arts based praxis and research, form and expand a ''thick'' understanding of democracy?

Keywords: experiential learning, aesthetic experience, performativity events, multiple voices as democracy, participation