

EARLY

DISTANCE LEARNING MODEL REINFORCED
WITH ROBOTICS FOR 3-7 YEAR OLDS

WISEU MEETING

17-18 NOVEMBER 2022

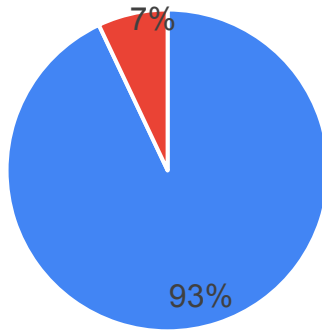
Survey summary - IPV

survey

- Online
- Presentation to potential partners + request to answer and circulate for parents/families
- Request to previous students of ITE
- 57 answered

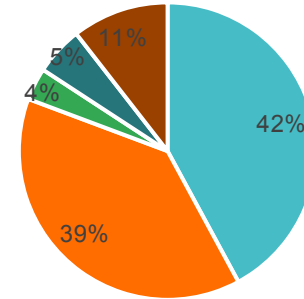
participants

Gender



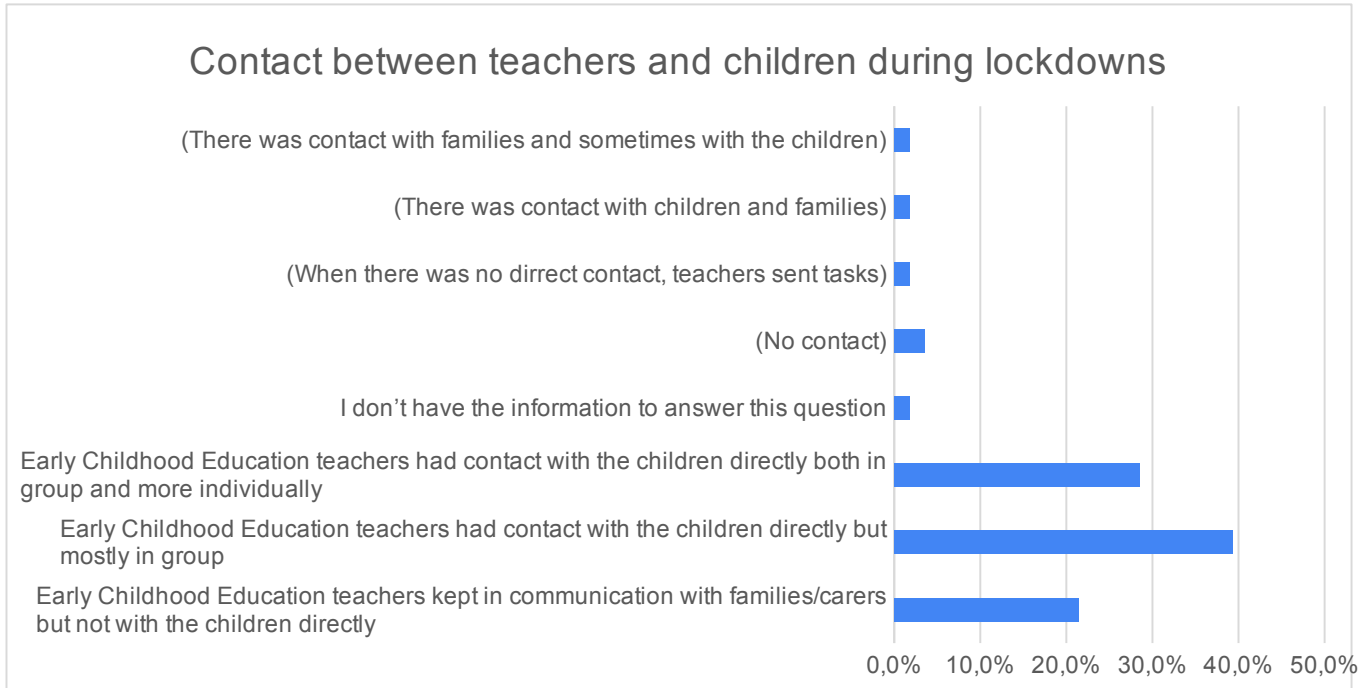
■ Female ■ Male

Role

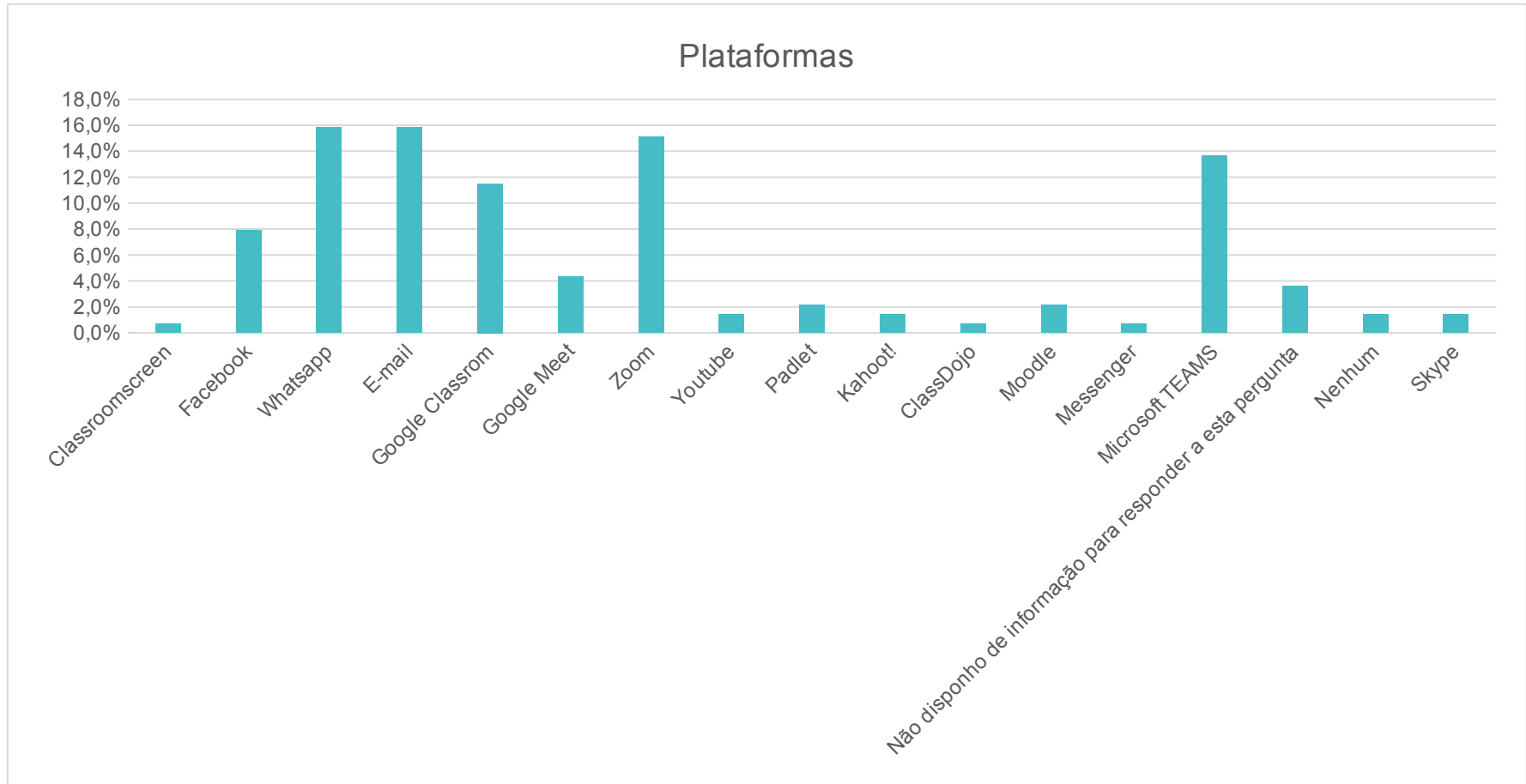


- Parent / family member / carer of a child or children 0-7 years old
- Teaching staff of children 0-7 years old
- Support staff of children 0-7 years old
- Board or administration of centers for children 0-7 years old
- Initial teacher education student

results



results



results

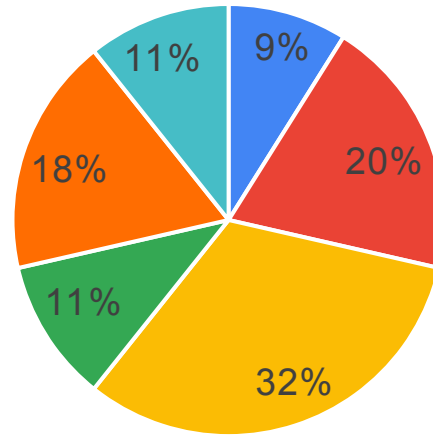
Once per month there were suggestions	5	8,8%
Once per week there were suggestions	21	36,8%
More than once per week there were suggestions	24	42,1%
There were daily suggestions	3	5,3%
I don't know	3	5,3%
Other - please specify	1	1,8%

results

<i>Difficulties that impacted the experience for children regarding activities sent by teachers to be developed by families/carers</i>	average	“No info”
Lack of time from families/carers due to remote work	2,98	2
Lack of resources available at home for developing the activities	2,44	2
Activities that were suggested were too structured or too formal for young children	1,78	6
Families/carers were insecure about knowledge about the topics of the activities	2,08	6
Families/carers were insecure about how to engage children in activities	2,12	6
Families/carers had no experience in using digital educational platforms	2,3	8
There were too many suggestions being presented to families/carers	1,67	8
The activities were not aligned with children’s interests	1,7	10
The learning to be developed with the activities was not evident	1,93	10
The activities were not challenging for the children	1,94	7

results

Frequency of synchronous times



- Once per month there were synchronous moments
- Once per week there were synchronous moments
- More than once per week there were synchronous moments
- There were daily synchronous moments
- I don't know
- There were none

results

<i>Difficulties that impacted the experience for children regarding synchronous times that involved shared activities</i>	average	“No info”
Lack of time from families/carers due to remote work to be present during the synchronous moments	2,96	6
Families/carers lacked the technology to participate in synchronous moments	2,09	10
Families/carers had no experience in using digital educational platforms	2,23	8
Children were not used to interacting through technology (e.g. videoconferencing)	2,3	6
The synchronous moments were too long	2,04	9
The synchronous moments were not focused on interacting with children one-on-one	2,29	8
The activities during the synchronous moments were not engaging for the children	1,86	12
Children were shy during the interactions	2,19	9

results

What do you think was learned from the experience about children and their learning?

- social interaction is crucial (for learning, for development, ...)
- ECE teachers have specialized knowledge (pedagogy)
- children interests and experiences need to be the starting point for learning to be meaningful

- stronger school-family relationship and awareness of the positive experience of parents being involved in learning activities
- children need a supporting adult to be highly involved in distance learning activities
- important that children have contact and use technology

results

<i>Situations for which the experience gained with remote teaching in Early Childhood Education could be useful</i>	average	“No info”
Children who have a long stay in a hospital	3,35	5
Children who live in remote areas	3,15	3
Children whose families/carers travel frequently	3,02	6
Children with chronic health problems	3,31	6
Children with special needs	2,89	3

results

What do you think was learned from the experience about children and their learning?

- social interaction is crucial (for learning, for development, ...)
- ECE teachers have specialized knowledge (pedagogy)
- children interests and experiences need to be the starting point for learning to be meaningful

- stronger school-family relationship and awareness of the positive experience of parents being involved in learning activities
- children need a supporting adult to be highly involved in distance learning activities
- important that children have contact and use technology

results

<i>Perspectives about distance learning</i>	average	“No info”
I feel comfortable participating in distance training.	3,33	0
I believe I can learn through distance education.	3,27	1
I am enthusiastic about participating in distance education as part of my professional development.	3,16	2
I think that it is helpful to have professional development as distance education.	3,25	1

results

<i>Perspectives about computational thinking in Early Childhood Education</i>	average	“No info”
I believe children in ECE should have experiences with computational thinking.	3,04	1
I am enthusiastic about computational thinking in ECE.	2,96	2
I think that it is helpful to have activities connected to computational thinking in ECE.	3,02	2
I feel comfortable promoting activities for children with computational thinking in ECE.	2,26	7

results

<i>Perspectives about educational robotics in Early Childhood Education</i>	average	“No info”
I believe children in ECE should have experiences with educational robotics.	3,06	3
I am enthusiastic about educational robotics in ECE.	3,08	2
I think that it is helpful to have activities connected to educational robotics in ECE.	3,09	3
I feel comfortable promoting activities for children with educational robotics in ECE.	2,40	10

Main ideas

- Participants had experience with emergency remote teaching (ERT) during lockdowns
- Lack of time + resources, experience and knowledge were limitations
- Activities and interactions that were experienced were positively evaluated
- Welcoming of proposals for parents to develop at home and connected to technology
- Social interaction and children's interests seen as important

Main ideas

- Recognition of value of experience gained with ERT in Early Childhood Education for several situations
- Very positive expectation regarding distance learning
- Very positive expectation regarding PC and ER (not fully comfortable)