



WELSmain 2021 - Abstracts

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R15 Educational Networks and Cooperation

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Title: Implications for teaching and learning in intercultural societies: parents' expectations of schools in Taiwan.

One result of globalisation and mobility is the formation of culturally plural societies. Wherever organisations operate internationally, people from different cultures meet, work together and begin to learn with and from each other. The presentation takes a look at the specific constellation of international schools. These schools are known as educational institutions that are promoting learning and teaching in a consciously multicultural environment. They combine in a specific way various educational systems and teaching methods, with the participation of students, staff, parents and cooperation partners of different cultural origins.

Teaching and learning in classes of children with various cultural backgrounds have own effects. This has challenges and consequences not only on the way lessons are taught, but on the whole organisation of a school, the interaction with different partners, and especially on the cooperation with parents. The presentation shows the conception and first results of an interview study in the vicinity of school Taipei European School, which has 1.700 students from 50 different countries. The aim of the study is to describe, how people from different countries notice this situation, what is their point of view and attitude. A comparative approach will be used to explore reasoning patterns.



Franka Luise Deister, Free University of Bolzano, Italy

Title: Pupils, Musicians and Teachers as Kulturkomplizen (Cultural Accomplices) in the Classroom: Process and first results of a Design-Based Research Study on Transprofessional Cooperation in Music Education in Primary Schools in South Tyrol/Italy (PhD)

Studies on cultural partnerships in the field of music education show that the integration of non-school partners such as music practitioners can offer valuable learning opportunities through direct encounters with live-music practices [Wimmer, 2010]. However, there are gaps in research not only on specific forms, challenges, and effects of multi-professional cooperation in music education, but there is also the concrete need for the development of corresponding programs and their contextualization in music lessons [Mall, 2016; Voit, 2018]. Referring to the research strategy of Design-Based-Research [Mckenney & Reeves, 2013] the classroom project «Kulturkomplizen» (cultural accomplices) responds to those gaps through opening and expanding music lessons of three German speaking elementary school classes in South Tyrol, by integrating professional musicians with further training in «Musikvermittlung» (music facilitation) in a three-part study (theory-based and empirical analysis of requirements; cooperative design and implementation of classroom interventions; formative and summative evaluation and processing of research results). Informed by recent scholarship on multi-professional cooperation [Oberhaus & Eller 2018], the study draws on the approach of transprofessional cooperation which puts the reciprocal professionalization of the actors involved in its center by focusing on partnership, growth of competences and self-reflection. Through such transprofessional approach «Kulturkomplizen» aims to enrich regular music lessons in terms of experience, variety of learning forms and repertoire. The research question investigates the characteristics of synergetic cooperation strategies between school and non-school partners that fosters productive and receptive live-encounters with music in regular lessons and promotes processes of reciprocal professionalization of the actors involved. The analysis of empiric data is carried out using qualitative content analysis and MAXQDA [Kuckartz, 2018].



Willa Rose Fynn, California State University Long Beach, USA

Title: Playing to Learn and Learning to Play in Urban Early Childhood Education (PhD)

Opportunities to play are critical for cognitive, academic, social-emotional, and physical development during early childhood, from birth to age eight. Yet, research over the past decade concludes that play is disappearing from early childhood education (ECE) in the United States. The problem is, diminished opportunities for play in ECE can inhibit children's developmental trajectories over a lifetime. At-risk youth have fewer safe places to play outside of school and are more prone to toxic stress that can derail development. The literature review includes a conceptual framework that describes how play fosters positive relationships and promotes optimal development in ECE, critical for buffering toxic stress and closing opportunity gaps. Two questions guided this study, based on responses from a teacher survey: 1. How often do characteristics of play appear in the classroom, as perceived by teachers? 2. What is the most likely teaching scenario: free play, guided play, games, or direct instruction? Descriptive statistics showed there are often characteristics of play, and the predominant mode of instruction varies by subject area. One-way ANOVAs indicated two characteristics, joy and active engagement, as perceived by teachers, were significantly different based on years of experience. Chi-Square analysis showed two significant associations: grade levels and the most likely teaching scenario for science, years of teaching experience, and the most likely teaching scenario for language and literacy. Recommendations and a policy for play call for families, schools, and the community to prioritize play in early childhood.