

Arkansas Tech University  
Professional Development Grant  
Final Report

Association of Childhood Education International (ACEI)

2014 Global Summit on Childhood

Vancouver, BC, Canada

April 10 – 13, 2014

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## B. Restatement of Professional Enhancement Opportunity

The Association of Childhood Education International (ACEI) 2014 Global Summit was held in Vancouver, BC, Canada on April 10 – 13, 2014. My presentations entitled “Engaging Children Through Arts Integration” and “Helping Children Learn to Manage Conflict: Exploring Strategies for Positive Communication” were presented at Roundtable and Laptop Sessions, respectively. Through attendance and presentations, I wanted the opportunity to get to know ACEI – the organizational structure, their philosophy, and members as Arkansas Tech University is transitioning to ACEI as our accrediting association.

## C. Brief Review

My increased responsibilities as a reviewer of scholarly publications, a member of both the Association of Teacher Educators (ATE) Planning and Credential Committees, and a reviewer of Early Childhood Programs for the National Association for the Education of Young Children (NAEYC) require me to remain abreast of current trends in education and the expectations of national and international university Teacher Education Programs. Additionally, as a newly elected member of ATU’s Curriculum Committee, I feel that my attendance will prove beneficial to our university for I have already become active in our own Early Childhood Program by assisting in writing Specialized Professional Association (SPA) Reports. Furthermore, each of my presentations served to help keep me well informed about Teacher Education and current initiatives, both on the national and international stage.

## D. Summary of Experiences

The topics discussed at this 2014 Global Summit allow me to effect change in ATU’s current College of Education curriculum as our department transitions to a new certification, kindergarten through sixth grade. As time marches on, America is even more rapidly becoming a true “Salad Bowl” with K-12 students from many diverse cultures – each with distinct needs and wants. Thus, upon reflection, I feel that my attendance at the ACEI Global Summit vastly increased my global awareness, pedagogical knowledge and professional skills,

and will significantly contribute to my becoming a more effective faculty member, reviewer of journal articles, program reviewer, mentor and disseminator of information. My increased global awareness will allow me to strengthen ATU's Education Department, all the while expanding my students' knowledge of teaching strategies and increasing their level of professional and pedagogical knowledge, learning how to teach within a diverse culture – ultimately facilitating my ability to have a positive impact on students within the Curriculum and Instruction Department.

#### E. Conclusion

The theme of the summit, “Voices, Vision, and Visibility” proved to be representative of the sessions, associations and experiences that supported the conference. One of the highlights of the Summit was participating in a ceremony celebrating “The Ten Pillars of a Good Childhood” created for “The Decade of The Child” (2012 – 2022). As always, when attending conferences, I attend with a broad purpose: first, seeking new information to enhance ATU's Teacher Educator Program and; second, striving to increase my level of professional involvement within the international academic community. In closing, I feel that my attendance provided me with tools to keep ATU's education curriculum abreast of current initiatives and implementable technology enhancements and to maintain parity between ATU's programs and those of other universities – both nationally and internationally.

Cover Page



### Name Tag



## Program Session Page

Friday  
11 April

3:45-5:45 pm knowledge expo

**ROUNDTABLES**

Port of Vancouver - 2nd Level  
Harbourside Ballroom III

#### 4. Constructivist Approaches to Learning

**Wheels in Motion: Inquiry, Learning Cycle, and Engineering Processes With Young Children**

*Shelly Counsell, University of Memphis*

*Fallcia Peot, Children's Museum of Memphis*

The University of Memphis ECED program and the Children's Museum of Memphis have teamed up to create preservice experiences for EC majors and early STEM learning for low-income diverse young children (ages 6-9).

**Reaching All Young Learners Through Inquiry**

*Melissa McDonald, International School of the Stockholm Region*

How do we develop thinking skills in students to allow them to be lifelong learners? This interactive session will focus on using inquiry-based activities and thinking routines to promote students' thinking and understanding.



**Engaging Children Through Arts Integration**

*Stephanie Pepper, Arkansas Tech University*

Creating an environment for expression through the arts opens avenues for learning that are engaging, challenging, and unique. Participants will be exposed to various methods for integrating the arts into the early childhood curriculum.

**Creating Futures With Children and Youth: The Critical Possibilities of a Vygotskian Approach**

*Jennifer A. Vadeboncoeur, The University of British Columbia*

The framework created by early 20th century Russian educator and psychologist Lev S. Vygotsky enables a view of learning and teaching that is nothing less than the creation of possible futures with children.

**Wonder-Full Education**

*Annabella Cant, Capilano University and Simon Fraser University*

The ability to feel, see, and provoke wonder should be one of the main didactic competencies of early childhood educators. Awareness of this pedagogical power is imperative.

**"Education should no longer be mostly imparting knowledge, but must take a new path, seeking the release of human potentials."**

—Maria Montessori

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### LAPTOPS

Harbourside Ballroom & Foyer - 2nd Level

**L1. Issues and Recommendations in Teaching Young Gender Different Children**  
*Faite Mack, Julie Chlebo, Grand Valley State University*  
 This presentation reviews issues about teaching young gender different children and includes 25 recommendations for teaching the gender variant child.

**L6. Lugandan Voices Made Visible Through Pedagogical Narrations**  
*Kathleen Price, Diana Stewart, Alanna Simpson, Katie Walsh, Douglas College*  
 Students and faculty from Douglas College Early Childhood Education Faculty will present, through the use of pedagogical narrations, the stories of children from their practicum placements in Masaka and Kampala, Uganda.

**L2. Helping Children Learn to Manage Conflict: Exploring Strategies for Positive Communication**  
*Stephanie Pepper, Arkansas Tech University*  
 Creating an environment for positive interactions between children can be a unique challenge. Participants will be exposed to various methods for helping children develop strategies for conflict resolution.

**L7. Global Children's Vision: Empowering Children With Life Tools to Embrace Their Future**  
*Janet Arndt, Gordon College*  
 Global Children's Vision program connects families that are living apart from each other. The organization is committed to helping families with "left behind children" (LBC) in order to increase resilience and chance of future success.

**L3. Basic Education for Underprivileged Children in a Marginalized Environment**  
*Kamolafe Adefunke, Manuel Mojisola, University of Lagos*  
 The presentation will focus on how to bridge the education gap experienced by different school-age children as they speak with one voice on the issue of universal basic education for all children.

**L8. Exploring Methods of Implementing the Project Approach: Six Young Children's Teachers' Experiences<sup>a</sup>**  
*Yi Man Lin, Shio-Yu Shiao, Chang Gung University of Science and Technology*  
*Lin Moore, Texas Woman's University*  
*Li-Fen (Anne) Jang, Tzu-Chi University*  
 This qualitative research shared teaching experiences in the Project Approach by interviewing six young children's teachers in Taiwan. The findings explored the processes of helping children work on their projects.

**L4. Community in Action: Sharing the Power in Books**  
*Suze Gilbert, Middle Tennessee State University*  
*Rohhia Sniley, Healing Hands International*  
 Participating in service projects is a powerful tool for connecting children with their community, locally and around the globe. This presentation outlines the service project experience of a small Tennessee school's book fair for children in Haiti.

**L9. Laying the Foundations for Literacy in Infants, Toddlers, and Preschoolers: A Multimedia Knowledge Mobilization Project**  
*Dale Willows, Dr. Eric Jackman Institute of Child Study, University of Toronto*  
 This knowledge mobilization project has developed a powerful, free, evidence-informed online resource demonstrating with videos, commentaries, and text how to launch infants, toddlers, and preschoolers onto a trajectory for success in literacy.

**L5. Cornerstone Learning Community: A Private School With a Public Mission**  
*Elizabeth Fravel, Cornerstone Learning Community*  
 A presentation about Cornerstone Learning Community offers attendees a snapshot of a school dedicated to giving children a voice in their classroom and global community. This session promises to inspire both pragmatic and visionary discussions.

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