

Comparison between Effect of Experience in Early Childhood Education and Care in Home Economics Education and Internship Experience and Learning at a Childcare Facility

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Abstract

The significance of experience in early childhood education and care(ECEC) has been a point of focus in recent years, and it has been conducted in a variety of situations. This study surveyed, compared and evaluated 515 junior high and senior high school students before and after ECEC through home economics and internship experience and learning.

For the three groups of home economics data (high, middle, low) based on pre-survey results obtained for interest in children, points were awarded in order of high, middle, low before and after for interest in children, knowledge of child development, sympathetic responsiveness to children and image of children. Points for low-ranked group initially dropped dramatically but rose afterward.

For points for the internship experience group, interest in children and sympathetic responsiveness were positioned between the high-and middle- ranked groups in home economics, and the image of children was almost the same for the high-ranked group in home economics. In terms of knowledge of child development, the internship experience group was about the same as the home economics middle-ranked group beforehand, but points stayed about the same as the low-ranked group without rising afterward. ECEC in home economics is learned not only though this effort but also though a variety of learning on daycare. It is, however, difficult to state that systematic knowledge of child development has been learned sufficiently though internship experience. Thus we can state that ECEC in home economics is the merging of both knowledge and experience which improves further educational effects.

Key words; Experience in early childhood education and care, Home economics education, Internship experience and learning, Junior high and senior high school students, Before-after comparison