

Newsletter no. 4, spring 2018

The last part of spring 2018 has been a productive period for the project, and many actors have been involved in the work. We have carried out successful workshops and meetings, and we have completed all preparations for the interventions that are to be conducted in August.

April, May and June 2018

Analysis and dissemination

As mentioned in the previous newsletter, we finished the coding of appr. 2000 minutes of video observations in late March, and then started the statistical analysis STATA. Initially, we conducted descriptive analyses of the total data material to get an overview of the average level of well-being, involvement and physical activity among all the 80 participating children, in the indoor- and outdoor environment in the ECEC institutions. In addition, we ran descriptive analyses of the time children spent in different types of play (functional play, symbolic play, constructive play, mixed play and non-play), various social categories (alone, 1-1 children, a group of children, a group of children with adult(s), 1-1 child and adult), places/spaces, surface and materials (the last three with many different codes available). We also ran analyzes to look at relationships (correlations) between play, well-being, involvement, physical activity, social variables, environmental categories and materials.



We have started dissemination (articles) on these results which will be published later, but so far we have found a strong correlation between children playing and their level of well-being and involvement. There is also a significant correlation between children playing and their level of physical activity, but this is naturally a weaker correlation since all play doesn't necessarily have to be physically active. We also found that the amount of non-play was surprisingly high (about 30% both indoors and outdoors in ECEC) and this is something we would like to investigate further in our data material. Other interesting findings are that there is low average score of functional play in the indoor environments and a very low average score of symbolic play in the outdoor environments.

More details from the results will be presented in scientific articles in the future, and we have already submitted two articles for consideration to international journals.

We will also have three presentations at this year's EECERA conference (European Early Childhood Research Association) in Budapest in August. And, we have submitted an abstract to this year's FoU i Praksis conference in Trondheim in October.

Workshops and intervention planning

Although it has not been a goal to conduct statistical analysis separately on each of the 8 kindergartens in the project, we ran simple descriptive analyzes at kindergarten level in order to work on the physical environment in each of them.

In May, we had a two-day workshop in Oslo (OsloMet) with all the project people involved in the Oslo area (all researchers in the project, landscape architect, architect and all four co-researchers from the ECEC institution in the area) where we worked on the preliminary results and started to develop criteria for physical environments in ECEC. The week after, we had a similar workshop in



Trondheim with the last four ECEC institutions. In this workshop our international partners Mariana Brussoni and Susan Herrington (University of British Columbia) also participated. In the end we had a separate day with researchers, landscape architect, architect and a representative from the Children & Spaces network in Trondheim Municipality (Magnhild Nordal Eggesbø), to further develop the criteria.

Furthermore, in late May and June, we have had a one-day meeting in each of the 8 ECEC institutions where researchers, landscape architect, architect, co-researcher, manager and staff in the ECEC have participated. The aim of these meetings has been to make a plan for intervention in each of the ECEC institutions. These have been interesting and productive meetings, and we now have plans ready for the interventions to be completed by the end of August. In most ECECs, much of the intervention will be carried out during planning days in August where both staff and project participants work together.



Further working plans

Summer vacation is just around the corner and the project has a few weeks break. In some of the ECEC institutions, the work of obtaining materials for the intervention will continue throughout the summer, but the main work to get the interventions established will happen during the first part of August. Once the interventions have been completed in the ECEC institutions we will wait a month until we start the new data collection period. We will then conduct a similar data collection as we did in the autumn of 2017, and in addition, have qualitative interviews with children and practitioners to get their views on the changes we have made in the environments.

During this period we will also continue with deeper analyses of the data from the first data collection and write and publish results from that.

We still have a lot of exciting work ahead of us!