
Abstract

From the Formulation of Instructions to Practice and Reflection: The Trial of Active Learning through the Participation in the Event at the Kindergarten

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The purposes of this paper is to show the results on the studies about the trial of active learning through the participation in the event at Seigakuin Midori Kindergarten in 2014. The trial was a part of “Educational Practice Seminar” of Child Studies Department at Seigakuin University. This paper describes as the first step, the process of creating the classes with students for the bazaar at the kindergarten. Next is on the exploration of the teacher’s role in this active learning. Then, what students learned through this case are indicated. Finally, the issues and action items to improve the future trial learning are discussed.

In the classes denoted above, students voluntarily decided the work assignments individually for the following corners at the bazaar: Theater, Art, Game, Childcare, and Delivery. Then they made preparations for the corners through group discussions. Such activities made them understood the importance of the cycle for planning aims and contents, formulating instructions, making preparation, practicing, and recording and reflecting on their practice. Through the practice at the bazaar, they also deepened knowledge on the collaboration, collegiality, creation of the environments, safety management, and cooperation with family and community. Furthermore, they learned the way to prepare for the event at the kindergarten and realized the meaning of the event by making use of their whole experiences such as teaching practice. Teacher’s roles in this active learning were coordination with the kindergarten, material purchase, accounting, and advices to students.

In summary, this active learning gave the opportunity of potential growth for both students and teachers as well.