



PROCEEDINGS

NEGOTIATING PRACTICES OF EARLY CHILDHOOD EDUCATION

THE 2014 INTERNATIONAL CONFERENCE
OF EARLY CHILDHOOD EDUCATION

Editor: **Vina Adriany**



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WELCOMING NOTES

I would like to welcome all delegates and invited guests at the 2014 International Conference of Early Childhood Education in the Indonesia University of Education (UPI), Bandung, West Java, Indonesia.

This conference is held as part of the celebration of UPI's 60th Dies Natalis. The theme chosen for our conference is Negotiating Practices of Early Childhood Education. We are aware that nowadays there are different practices of early childhood education that compliment each other in one way but it may also contradict in another way. Our hope is this conference will provide a space where those different practices can communicate with one another.

This conference can only be possible with assistances from so many institutions and individuals. We are grateful for the support provided by Rector of UPI, Dean of Faculty of Education and his staffs, School of Postgraduate Studies, as well as hard work of staffs in our program, Early Childhood Education Teacher Education Program (PG-PAUD) and our students.

We also would like to extend our deepest gratitude to all our keynote speakers from Lancaster University, UK, Gothenburg University, Sweden, Flinders University Australia, National Dong Hwa University, Taiwan, University of Malaya, Malaysia, as well as from Indonesia University of Education. We also thank our presenters and participants from various places in Indonesia as well as from oversea like Malaysia, Australia and Oman.

We wish you a wonderful conference.

Head of PGPAUD-Program

Dr. Ocih Setiasih, M.Pd.

FOREWORD

This proceeding is based on papers presented by participants in our international conference of early childhood education (ECE). The theme chosen for this year is “Negotiating Practices of Early Childhood Education”. The theme is based on understanding that we live in a hybrid world where different values, ideologies, practice including those of in early childhood education interact; compete yet they also complete one another.

Papers presented in our conference reflect this theme. This proceeding is commenced by papers and extended abstract from our keynote speakers. The topic ranges from gender issues in ECE, negotiating concept of care in ECE, a cross-cultural perspective on parenting and play. The diverse topic presented in the keynote speech illuminates the richness of practices and theories of ECE.

The proceeding is divided into 13 themes. There are Philosophical Issues in Early Childhood Education; Curriculum and Assessment of Early Childhood Education; Quality and Human Investment in Early Childhood Education; Information, Communication and Technology (ICT) in Early Childhood Education; Parenting; Gender Issues in ECE; Teachers Training in Early Childhood Education; Language Development and Literacy in Early Childhood Education; Children’s Social and Emotional Development; Children’s Cognitive Development; Creativity in Early Childhood Education; Multiculturalism in early childhood education; and Primary Education (Grade 1-3). Each theme is hoped to stimulate debates and discussion in ECE. All these themes take into account new trend and concept that affects the way childhood is situated and constructed.

The papers presented in the proceeding also reflect different epistemological and philosophical framework that shape each author’s writing. It is not our aim to demonstrate which framework is the most suitable one, as we do not one to make one particular theory as the only truth in ECE. Therefore, we welcomed existing theories in ECE while at the same we attempted to go beyond current theories as well as practices and embrace new perspectives in ECE. It is our hope that each theory can help us understand children, childhood and ECE better.

Editor

Vina Adriany, M.Ed., Ph.D

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ROBOTICS IN EARLY CHILDHOOD DEVELOPMENT

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Abstract: This article presents the robotics technology and the benefits on early childhood development. Robotics technology can help children to think creatively and systematically, learn to work together, problem solving and improve fine motor skills. The use of robotics in early childhood development is also very suitable to constructivism theory which states that learning is to build knowledge of the self. The robot that used is Huna robotic education kit that is suitable for children because it can be assembled into a variety of shapes and are made of materials that are safe for children. This article also describes the steps in introducing robotics technology to early childhood.

Keywords: robotics, early childhood development, educational robotics kit

Introduction

Robotic technology is one of the very rapid development of technology, including in Indonesia. For common people the robot is sensed as a machine that is made up of metals and shaped like a human or animal that can move and do activities such as living creatures. This is reasonable due to the lack of education about robots in Indonesia, the robot knows only through robot-themed films in the form of humans or animals. The robot itself has long been used in industry to increase productivity of work. Many jobs are less suitable if done by humans as a job that needs a high level of accuracy and high risk jobs can be replaced by robots.

The word "robot" comes from the Czech language "robota" meaning workers. The word robot was first used in a play called Rossum's Universal Robots in 1921 to refer to a machine that can do the work of humans automatically. While the definition of a robot according to the International Organization for Standardization is "an automatically controlled, reprogrammable, multipurpose, manipulator programmable in three or more axes, the which may be either fixed in place or mobile for use in industrial automation applications." (ISO, 2012).

The use of robots today not only limited to the needs of work, but the robot can also be used as a medium of learning, which is called the educational robot. As the name implies, educational robot is a robot which is used as a medium of learning, because through educational robots we can learn a variety of disciplines such as mathematics, science, ICT and others. Educational robot can be assembled into a variety of shapes and can be programmed to perform a variety of movements and work, so that it can increase creativity. Various types of educational robots can be met in the market such as Roborobo, NXT, Lego, Fishertecnik, i-Robo, Robo Kai, Polulu, and Huna Robo.

The use of educational robot as a learning medium can be initiated at an early age. In early childhood, educational robot utilized as a means to improve aspects of child development such as cognitive, fine motor, social, emotional and art. One type of robot that is suitable for use in early childhood is Huna Robo. Huna Robo parts have bright colors so it is appealing to children and are made of materials that are safe for children. Moreover Huna Robo also has CE certification (European) and KC (Korea) so the safety is assured.