



Regional Centre for Early Childhood Care Education and Parenting

CONCEPT NOTE
ONLINE TRAINING FOR VIETNAM ECCE TEACHERS
“CHILDREN PARTICIPATION IN A RESEARCH PROCESS”
11-13 August 2021

A. Background

Children as participants in a research have always been the vulnerable one due to their limitation of accessing the purpose of research. Wolcott (1999) argues that the individual with the most benefit is researcher and individual who is the most at risk is those whom around the researcher. Children in a context of research are in the slip of risk for they will be exposed in unnatural environment-that is research activity. Therefore, the power balance among children and researcher shall be promoted to gain the benefit of research and to avoid the slip of risk that violent children’s voice.

Power balance in formal form commonly find in one legal document of research ethics. It usually attached with a thick description of systematic procedures for gaining consent, how to maintain rewards, anonymity, and confidentiality. Meanwhile, the ethical dilemma of research is ongoing during the process. Warin (2011) points out ethical research does not do justice to the variety of activities and participatory strategies that were included and is a rather formal term for what began to feel more like two sided conversations, as the relationship developed between the researcher and the young children.

Due to this issue, a researcher among young children highly recommend to consciously interwoven the reflexivity and ethical mindfulness. Reflexivity is a skill of the researcher around young children exceptionally sensitive to ethical anxiety for the risk of exploitative relationship during the process of research to one’s own beliefs, judgements, and practices during the research process and how this may have influenced the research. However, the ethical mindfulness is one’s quality to be aware of children’s natural settings of life that shall be respected by consideration of ethical aspects.

B. Objectives

1. To understand how to be a reflexive and ethical mindful researcher among young children
2. To acknowledge ethical practice on research with young children
3. To develop safe and secure relation with young children as the participants of a research
4. To be aware of the children's voice during the research data analysis

C. Topics of The Training

To achieve the objectives of the online training, there are four topics that shall be delivered. They are:

1. Introduction (Getting know with Children Participation in Research Process)

Conducting research with children is highly committed to the equity between the researcher and the children. To create equity, the awareness of interdependency of self and others which challenges the 'pure' objectivity within positivistic research paradigm must be challenged. By challenging this traditional positivistic paradigm, the voice of 'un-heard' for they are under the shadow of imbalance power relation of the self-other can be flashed out.

2. Ethical Concern in Conducting Research with young Children

Ethic research is a salient issue when it comes to the vulnerable groups of participants including children. The researcher and participants relation might be draws in a formal document that describe all systematics rules to implement the ethic research. Whereas, the act of gaining consent and rewards that are given to participant are delivered in an ongoing process of research. Therefore, post developmentalism recommend public transparency of the ethical practices during research for the essential values of it is based on the bonding relation of the researcher and the participant which highly risk of exploitation. To avoid exploitative relation between researcher and participants, this second topic offers ethical concerns that is often performed in subtle for it has been taken for granted within the tradition of positivistic research perspective.

3. Developing Child Friendly Research

In conducting research, the benefit of the inquiry is highly gained by the researcher. Meanwhile, the risk of exploitation is on the participant's side. To avoid these circumstances, power balance should be promoted during the planning, conducting, and evaluating research. The third topic encourages the values of child friendly research environment to facilitate both the needs of research and the children's interest. By developing child friendly research, the issue of how to be an innovative researcher whom shall accommodate the unpredictable research settings that is highly influenced by the children's psychology and social-cultural states accomplished in mindful ethic manner.

4. How to Analyze Data that are Gathered from Young Children

To interpret data from young children the rights and voice of them shall be acknowledged by the ethical mindful manner for it expose the very personal life of the children. Therefore, the management and maintenance of positive relationship between researcher and children as participants shall continue during the data analysis. The fourth topic of the training strengthen the ethical mindful manner of researcher to the very end of the research cycles that is data analysis. During the data analysis, the researchers obligate to put themselves in the position of the young children. Several questions such as how did the nature of consent change over time? How was mutual trust established? How was my own ability to gain insight into the children's inter-personal lives influenced by my ongoing relationship with them? All these questions shall be expressed in the process of data analysis.

D. Facilitator

The facilitator of the training is Vina Adriany Ph.D. She is the Head Centre for Gender and Childhood Studies at UNIVERSITAS PENDIDIKAN INDONESIA (Indonesia University of Education).

E. Target Participants

The target participants include Vietnam's ECCE teachers, lecturers, and all stakeholders interested in conducting research and particularly action research together with young children within the perspective of post developmentalism.

F. Working Language

English will be the working language of the training.

G. Date and Format

Date : 11-13 August 2021

Format : Online (Zoom Meeting) and Offline (Learning Management System of SEAMEO CECCEP)

The training will be conducted in three days. Each day contains the online and offline mode of training. Within the online mode, the format of the learning will be facilitated by zoom meeting and held for 2 learning hours (2 lh) which means 120 minutes. Then it will be continuing with offline mode to accommodate the self-learning. During self-learning, the participants could access the tutorial mode within the Learning Management System (LMS) of SEAMEO CECCEP. Tutorial basically is one of our LMS chat application during Self-Learning (offline class mode). Within this chat app, the facilitator and the participants shall discuss and do the Q & A session individually. Based on the experiences, the discussion is mostly about the assignment that is given on the online class. But it is also possible to discuss about the learning material. The main purpose of tutorial is to facilitate more personal communication to overcome the learning difficulties on doing the assignments or any other issues about the learning materials. Hopefully, on the second online class (afternoon class) the individual difficulties that are consulted in the tutorial might be shared in the class. At the end of the session of the third day training, participants will receive a link to conduct a posttest and fill out an evaluation form for the implementation of the training. Participants with a minimum score of 81 are considered to pass the training. Participants who do not meet the minimum score, can take remedials (after 24 hours) until they have passed and then printed out the certificate. The summary of the schedule training is described on the diagram below:

Figure 1. Schedule of The Training

REGISTRATION	1 st Day (4Lh)	2 nd Day (4Lh)	3 rd Day (4Lh)
<ol style="list-style-type: none"> 1. Registration 2. Further information, letter of invitation, participant number sent by email/SMS 3. Downloading training's summary (Concept Note) 	On 1 (1Lh/60 mnt) 09.00-09.05 Opening 09.05-09.10 Technical Orientation 09.10-09.40 Topic 1 09.40-09.55 Q & A 09.55-10.00 Assignment 1	On 3 (1Lh/60 mnt) 09.00-09.30 Topic 2 09.30-09.45 Q & A 09.45-10.00 Assignment 2	On 5 (2Lh/120 mnt) 09.00-09.30 Topic 3 09.30-09.45 Q & A 09.45-10.15 Topic 4 10.15-10.30 Q & A 10.30-10.45 Assignment 3&4 10.45-11.00 Closing
	Off 1 (2Lh/120 mnt) 10.00-12.00 Self Learning 1 Participants Activities: 1. Practicum 1: Module 1 2. Tutorials (45') 3. Fill in the assignment form in application 4. Receiving Link meeting online by email	Off 2 (2Lh/120 mnt) 10.00-12.00 Self Learning 2 Participant Activities: 1. Practicum module 2 (180') 2. Tutorials (45') 3. Sending practicum result to the application 4. Receiving Link meeting online by email	Off 3 (2Lh/120 mnt) 11.00-13.00 Self Learning 3&4: Participants Activities: 1. Tutorials (forum) (90') 2. Practicum (180') 3. Sending practicum result to the application 4. Post-test (minimum score is 81) 5. Fill in evaluation form 6. Graduated after uploading post test & assignment 3 & 4 7. Remedial 8. Downloading Certificate (Certificate with series numbers)
	On 2 (1Lh/60 mnt) 13.30-14.30 Discussion & Evaluation	On 4 (1Lh/60 mnt) 13.30-14.30 Discussion & Evaluation	

Lh: Learning hours

H. Registration

Registration is free and required in advance. By fulfil in the form of registration regarding some personal information, the user's name and the password to access the Learning Management System (LMS) will gained by the participants. Link of registration: <http://link.seameo-cccep.org/b12>

I. Evaluation

The evaluation of training is carried out by the facilitator at the end of the theoretical and practical material. The aspects evaluated include: (1) cognitive, (2) affective, and (3) psychomotor evaluation. The affective evaluation will be done through observation during the training. Evaluation is carried out using criteria in accordance with the participants' achievement of theoretical and practical material. The affective assessment items consist of: (1) Attendance, (2) Contribution, (3) Task, (4) collaboration. Training basically takes place in social situations. Classes are social situations created by facilitators to help participants achieve their training objectives.

Table 1.
Rating Summary

No.	Output	Maximum Score
1	Attendance	15
2	Independent task	35
3	Contribution	20
4	Collaboration	30
		100

To get the certificate of completion, participants must be able to gain a minimum score of 81 points. The score classification showed in the table below.

Table 2.
Competency Mastery

No.	Grade	Prequirement
1	A	91 – 100
2	B	81 – 90
3	C	66 – 80
4	D	0 – 65

J. For More Information

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