INTRODUCTION

• Longitudinal Studies show associations between high quality teacher – child interaction and early language and pre-literacy outcomes (Mashburn et al., 2008; Sylva et al., 2011)
• Preschool beside family input is thought to be an important learning environment for the development of emergent language and literacy skills (Kluźniok & Roßbach, 2014; NICHD, 2003)

• Heterogeneous and few findings in this field underline the necessity of new studies and measures to assure the quality of early education work in Germany (Anders, 2013)
• In cooperation with the University of Jyväskylä, the current study intends to adapt the design of VOUK KO, an ongoing finish study.

RESEARCH QUESTION

How does teacher-child interaction quality correlate with language and pre-literacy skills of two- to three-year old children?

H 1 Higher interaction quality has stronger positive effects on childrens language and pre-literacy outcomes than medium to low quality

H 2 Tresholds of quality must be met to impact childrens outcomes

METHODS & DESIGN

Sample

• 22 to 36 month olds (n=70) from child care centers (n=10) located in Potsdam and surrounding area
• Preschool teachers from child care centers (n=10)
• Parents from children in child care centers (n=70)

Analysis

• Correlation Analysis (evidence of a statistically significant link between variables)
• Regression Analysis (Hierarchical Linear Model)

DISCUSSION

• It is hypothized that children which have higher scores in language skills and literacy might experience better interaction which leads to higher process quality scores
• A special challenge for interpretation could be the involvement of individual child characteristics: How could individual child factors moderate the influence of process quality?
• Analysis showed that quality effects vary by vocabulary dimension and partly by measure of ECEC quality
• The selection of the centers participating in the study could be a point of discussion: Most of them are located in favoured areas, which indicate a slightly higher socio-economic catchment area than would be expected in the broader population
• Furthermore the first experiences suggest that some parts of academic skills may be unregarded with the used instruments.

REFERENCES


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