

Making Young Childrens Design Cognition Visible

Mi Song Kim

University of Western Ontario, London, Ontario, Canada

Abstract

There are emerging innovative educational interventions through automated computational analytics so-called learning analytics (LA) to utilize a large amount of student participation. However, LA is a relatively unexplored area in Early Childhood Education (ECE). To respond to this gap, LA is defined as a tool for co-designing pedagogical documentation practices with ECE teachers to visualize student design cognition. Drawing upon a Multiliteracies pedagogy framework, this qualitative study investigates how two kindergarten teachers co-designed pedagogical documentation practices using a digital portfolio app (Seesaw) to leverage 25 young childrens design cognition in multiple modes and technologies. Using the constant comparison method, two themes were emerged from multiple data sources (e.g., digital portfolios on Seesaw, teacher assessment, fieldnotes, interviews): teachers-as-(Co)Designers of LA Interventions; and Portfolio of Student Learning Progression, not Portfolio of Student Work. Our findings suggest the need for effective pedagogical supports for young childrens design cognition and their teachers LA interventions.