

2017 Series 4 (Number 6)

A Three-year Longitudinal Study on Teacher-child Interactions Quality in Chinese Preschool Classrooms and Child Outcomes: Evidence from Guangdong Province

Date & Time: Friday 24 February 2017, 13:00 – 14:00 (Light lunch begins at 12:30pm)

Venue: E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

Audience: UM Staff / Postgraduate Students

Registration: <https://goo.gl/BOIBh8>

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**A Complementary light lunch will be provided.*



Abstract

In this talk I will share many insights for leading the first longitudinal study on how the quality of early childhood education impact children's development and learning in China. I will first introduce the background and related previous work supported this study, which was conducted in China's Guangdong province from 2014 to 2016. Then, I will highlight the guiding framework of the study and its associated measurement tool—The Classroom Assessment Scoring System. An overview of the scope and procedure of the project will then be given, followed by a brief update on some recently published findings, as well as some under-review and in-progress findings. Finally, limitations and direction for future studies are addressed.



Speaker



Prof. Biying HU is an associate professor and the director of the Center for Early Childhood Education and Child Development in Faculty of Education at University of Macau. She has worked as a classroom teacher for four years before joining higher education. Prior to joining University of Macau in 2012, she was an assistant professor of early childhood education at Texas Christian University. Her research focuses on early childhood education program quality evaluation and improvement, particularly in the Chinese sociocultural and policy contexts. Also, she is interested in developing high quality inclusive preschool programs for children with disabilities. She has published over 40 articles in well-known early childhood journals in English, such as *Early Childhood Research Quarterly*. Currently, she is leading two large longitudinal studies in China: one on examining the associations between the quality of early childhood education and child outcomes; one on examining the effectiveness of an innovative professional development model for improving teaching quality in preschools.