

Title of Submission: Appreciating both Process and Product in Early Childhood Classrooms: Lessons from a Mid-West Kindergarten classroom

Authors: Dr. Oluyomi A. Ogunnaike - Lafe & Celeste Paugel

Affiliation of Authors: University of Wisconsin – Stevens Point, WI

Mailing Address: Room 448, School of Education, University of Wisconsin – Stevens Point, Stevens Point, WI 54481

Email address: oogunnai@uwsp.edu

Abstract:

“We need to stop using one-eyed lens to view children’s work. To appreciate what goes on behind the “closed curtains” of learning centers and projects, every educator needs a pair of binoculars – process and product”.

Abstract: The field of early childhood education has promoted the cause of process – oriented learning over that of product – oriented experience. Experts claim that compared to product – based learning that emphasizes skills and mindless reproduction of teacher expectations, process learning enhances independence, creativity, and problem solving. The emphasis on process precludes the potency of product, particularly in the early years of formal schooling, during which children strive for competence and a sense of industry. This presentation emphasizes the need to consider product not as a mindless gimmick of a teacher, but as a powerful tool that enriches process learning especially, in kindergarten and primary grades. We remind our colleagues that “products” are engendered by conversations, dialogues, exploration, and brainstorming sessions between children and adults.