

PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515

First Multiplier Event 1st June, 2020

Introduction

Polo Europeo della Conoscenza (Italy)

Co-funded by the
Erasmus+ Programme
of the European Union



PEARL “Emotional Empathic Proximal Learning-Educational Environment”



Co-funded by the
Erasmus+ Programme
of the European Union

- Erasmus + Strategic partnership project
- Develop and validate and innovative educational model for early age (0-6 y.o.) that fosters children's growth through an empathetic and emotional proximal learning environment based on group activities
- Robotics and nature are used as a tool for inclusion and open communication strategies and especially for the development of relational and emotional skills



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

Objectives & Partners

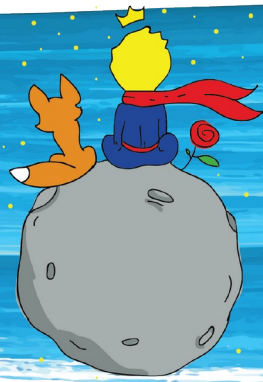
- Develop, test and validate an innovative and high quality educational model for the development of an emotional and empathic proximal learning environment in the age group 0-6 years old
- Creation of an international network for the promotion of innovative and quality early childhood education
- Creation of new curricula for teachers
- Produce a white paper
- Polo Europeo della Conoscenza – IC di Bosco Chiesanuova (Italy) - coordinator
- Gazi University (Turkey)
- Consejería de Educación. Junta de Castilla y León (Spain)
- Panevėžio rajono švietimo centras (Lithuania)
- Clementoni (Italy)



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org



PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515

PEARL – pedagogical model

Polo Europeo della Conoscenza (Italy)

Co-funded by the
Erasmus+ Programme
of the European Union



Polo Europeo
della Conoscenza

Junta de
Castilla y León
Consejería de Educación



Clementoni

Theoretical references

Piaget: empathic emotional development in the relationship with peers, (taking different roles and points of view)

Vygotskij: cognitive development internalizing the processes to reach a shared solution

Montessori: learning experience through a finalized task using tools

Co-constructivism: Structural, environmental and relational



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

Educational Emotions



Grass photo created by pch.vector - www.freepik.com

Well being – Smile
Neurological positive answer
Motivation to learn, try,...
Understand and express
emotions (overcoming the concept
of positive and negative emotions)
Prosociality



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

Proximal Learning Educational Environment

Stimulates the learning

Environment of free exchange
among peers - Respect

A place where everyone can
find the way to express his/her
potential and talents

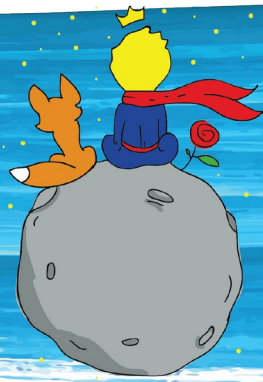
Inclusive for ALL



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org



PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515

First Multiplier Event 1st June, 2020

Robots in Early Education

Consejería de Educación. Junta de Castilla y León (Spain)

Co-funded by the
Erasmus+ Programme
of the European Union



Cognitive aspects



- Solve problems , find solutions, verify the results
- Develop creativity, and curiosity
- Increase motivation and involvement
- Learning of abstract concepts through concrete representations



Co-funded by the
Erasmus+ Programme
of the European Union

**Polo Europeo
della Conoscenza**



www.pearl-project.org

Relational aspects

Robotic activities in group:



Develop social and prosocial skills

Playful & protected learning environment

Make mistakes without being judged

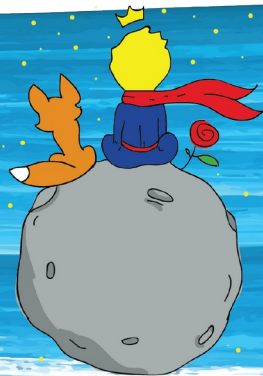
Experience different roles



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org



PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515

First Multiplier Event 1st June, 2020

Observation of the group dynamics

Panevėžio rajono švietimo centras (Lithuania)

Co-funded by the
Erasmus+ Programme
of the European Union



Group dynamics

Complex matrix that may be influenced by:

- individual temper / mood
- presence of a friend
- larger group
- teacher's presence
- personal reaction to frustration
- ecc.



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

What can we observe

Inclusion – Exclusion

Activity – Passivity

Leading – self-isolation

Support the others – boycott the activity

Will to participate

Look for attention

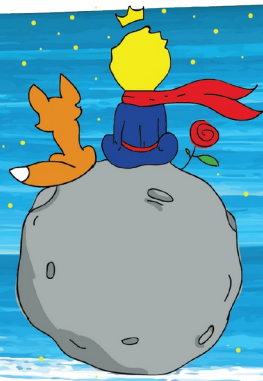
Look at the teacher to intervene/mediate



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org



PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515

First Multiplier Event 1st June, 2020

Validation of PEARL model

Gazi University (Turkey)

Co-funded by the
Erasmus+ Programme
of the European Union



Child Observation Forms

Categories related to the items to be included in the Pearl Child Observation Form:

- communication,
- group communication,
- cooperation,
- expression of emotions,
- self-expression,
- helping each other,
- coping with difficulties
- creating a strategy
- following instructions,
- achieving an objective,
- understanding and managing positive and negative emotions.



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

Experimental groups

The age range considered by the project covers very different levels of development, therefore there have been identified 3 main experimental groups according the age of the children:

- from 0 to 2 years
- from 3 to 4 years
- from 5 to 6 years



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

0-2 years old

Experimental hypothesis:

The use of natural elements and the example of the teachers' behaviour in group, helps the children to develop social skills, cooperation and to express emotions.



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

3-4 years old

Experimental hypothesis:

The robot used in a small group with certain activities facilitates the development of educational emotions and fosters a proximal learning environment.



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org

5-6 years old

Experimental hypothesis:

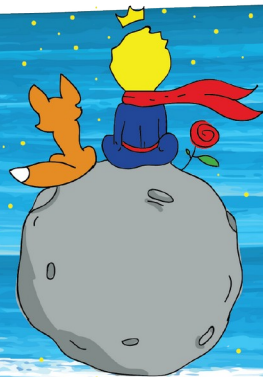
The robot used in a small group with certain activities facilitates the development of educational emotions and fosters a proximal learning environment.



Co-funded by the
Erasmus+ Programme
of the European Union



www.pearl-project.org



PEARL

*Emotional Empathic Proximal Learning
Educational Environment*

2018-1-IT02-KA201-048515


**Thank you
for your attention**

www.pearl-project.org

Co-funded by the
Erasmus+ Programme
of the European Union



**Polo Europeo
della Conoscenza**

 **Junta de
Castilla y León**
Consejería de Educación



 **Clementoni**