

A Co-Constructed Picture of Chinese Teachers' Conceptions of Learning at Play

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Abstract : This qualitative study investigated Chinese teachers' perspectives on learning at play. Six kindergarten teachers were interviewed to obtain their understanding of learning at play. Exemplary play episodes from their classrooms were selected with the assistance of the participating teachers. Four three-minute videos containing the largest amount of learning elements based on the teachers' views were selected for analysis. Applying video-stimulated interviews, the selected video clips were shown to eight teachers in two focus groups to elicit their perspectives on learning at play. The findings revealed that Chinese teachers have a very structured representation of learning at play, which should contribute to the development of professional practices and curricular policies.

Keywords : learning at play, teachers' perspectives, co-constructed views, video-stimulated interviews

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