



**LLCd Symposium.
POSTER PRESENTATIONS.**

Name: Pearl Mascarenhas

Affiliation: New Zealand Tertiary College, India

Brief Bio: Ms. Pearl Mascarenhas completed a Masters in Human Development from Nirmala Niketan College of Home Science, Mumbai in 2004. She also has a qualification in Early Childhood Education from SNDT University Mumbai. She has been working in the early childhood education field for the last seven years. During this time, she has worked as a teacher educator for an early Childhood Education program and she has also taught children at Grade 3 level. Currently, she is Academic Manager at New Zealand Tertiary College, India which offers specialist online programs in early childhood education. She is actively involved with the Association for Early Childhood Education and Development (AECED) - a not-for-profit organization that works for the interests of the young children in India, as well as other stakeholders in the Indian early childhood sector. She enjoys teaching and believes that she can help unleash the potential of so many people on their journey to becoming successful teachers.

and

Name: Dr. Anuradha J. Bakshi

Affiliation: Nirmala Niketan College of Home Science, University of Mumbai, India

Title of Presentation: Using Enid Blyton Literature to Facilitate Creative Problem Solving Among Fifth- and Sixth-Standard Children: An Exploratory Research

Abstract: This presentation is focused on the process of developing workshop exercises aimed at facilitating creative problem solving in fifth and sixth standard school children using Enid Blyton literature. The workshop capitalised on the principle of relevance. Learning and development are enhanced when what children find salient is included in the educational opportunities available for them (Lois Bloom, 1998; Ajit K. Mohanty, 2009; National Curriculum Framework, 2005). Salience or relevance can be defined in many ways, including the child's language and more broadly culture (e.g., the work of Minati Panda in Orissa; Heugh & Skutnabb-Kangas, 2010). In this research, salience is defined using urban school-going children's reading interests. Exercises that are aimed at facilitating creative problem-solving were designed using Enid Blyton literature for children who were Enid Blyton enthusiasts.

An overview of the process of developing the workshop is as follows: Fifty per cent of the children from selected schools (English medium, privileged) in

Mumbai whose reading interests were surveyed (n = 67) qualified as Enid Blyton enthusiasts based on three criteria. (The author who was most commonly stated as being a favourite was Enid Blyton, followed by J. K. Rowling.) Next, the participants' favourite Enid Blyton series, books, and characters were identified further ensuring that the workshop was relevant to each child. Three series were identified as favourites across the 33 school children, namely, The Famous Five, The Secret Seven and The Faraway Tree; examples of favourite books within these series are. Five Fall Into An Adventure, Look Out Secret Seven, and The Enchanted Wood. A content analysis of five of these books led to identification of creative problem solving strategies. The general creative problem solving strategies that Blyton espoused included the possibility of multiple solutions to problems and teamwork. Specific strategies included tolerance for the unreal, breaking away from the conventional mode of thinking, and interconnection between previously unrelated things or events. Next, workshop exercises were designed that were based on the favourite series, books and characters and which enabled participants to explore explicitly these general and specific creative problem solving strategies. Following this, the workshop was designed (e.g., sequencing and justification of the exercises, and details about recruitment, prior preparation as well as administration). The workshop was administered to 16 children (5 boys and 11 girls). The following outcome/efficacy data are available: an evaluation of the designed workshop by a national expert in the field of education, examination of the children's participation in the workshop, and feedback from multiple sources (participant children, parents, co-facilitators, and a researcher heading a team from an international broadcasting agency).

In this research children's reading interests have been capitalised for designing supplemental opportunities for learning creative problem solving, thus bridging reading and cognition in yet another way. Whereas the outcome data obtained in this study are positive, the efficacy of this workshop needs to be tested more stringently in future research. On obtaining such evidence, literature other than Enid Blyton's can be used so long as it is what the child finds salient. This is but one exploratory prototype of how children's favourite literature can be used for facilitating cognitive skills.

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