Teaching & Learning: The Filial Parenting Way

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Parenting Styles

- **Authoritarian**
  - Low responsiveness, high demand

- **Authoritative**
  - High responsiveness, high demand

- **Permissive**
  - High responsiveness, low demand

- **Uninvolved/Neglect**
  - Low responsiveness, low demand
Dr. Baumrind's 5 Styles of Parenting

Authoritarian
Do as I say!

Authoritative
Hey kiddo, do as I say, OK?

Permissive
Whatever you say!

Uninvolved

Evil Cyborg
Misbehaviour alert! Destroy child!!!
Filial Parenting Style – Foo (2014)

- Predominantly practiced by Chinese Singaporeans
- Based on teachings of filial piety
- Constructs
  - Filial Piety
  - Face
  - Parental Love
1. Old
2. son
Filial Parenting – Foo (2014)

Conditions:

- Both parents to be present
- Intact basic small family (1-2 children)
- Presence of filial piety
- Competitive
Filial Parenting Style

- Authoritative parenting style positively related to academic achievement
- Authoritarian & Permissive parenting styles have negative impact
- Chinese children more successful in school performance than other ethnic groups (parents more authoritarian!)

Steinberg et al., 1989; Steinberg et al., 1992
The Ideal Child

Chinese parents: perceptions closely related to traditional values in Chinese culture
- Respect for elders
- Good manners
- Good academic outcome
- Self-discipline

83% parents reported providing ways to help their child study

Confucian thought: self-restraint, controls his/her behaviour and emotions

Shek & Chan, 1999; Xie, 1996; Wu, 1996
Why Technology and Parenting?

Access to a Computer at Home, 2003 - 2013

Why Technology and Parenting?

Household Access to Internet, 2003 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2003</td>
<td>65%</td>
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<td>2004</td>
<td>65%</td>
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<td>2005</td>
<td>66%</td>
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<tr>
<td>2006</td>
<td>71%</td>
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<tr>
<td>2007</td>
<td>74%</td>
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<td>2008</td>
<td>76%</td>
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<tr>
<td>2009</td>
<td>81%</td>
</tr>
<tr>
<td>2010</td>
<td>82%</td>
</tr>
<tr>
<td>2011</td>
<td>85%</td>
</tr>
<tr>
<td>2012</td>
<td>84%</td>
</tr>
<tr>
<td>2013</td>
<td>87%</td>
</tr>
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</table>

Base: Resident households in Singapore.
Source: IDA's Annual Surveys on Infocomm Usage in Households and by Individuals.

Why Technology and Parenting?

Why Technology and Parenting?

Selected Primary Internet Activities by Age Group (2012) – Working and Learning Activities

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Activity a)</th>
<th>Activity b)</th>
<th>Activity c)</th>
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</thead>
<tbody>
<tr>
<td>7 to 14 yrs</td>
<td>0%</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>15 to 24 yrs</td>
<td>2%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>25 to 34 yrs</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>35 to 49 yrs</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>50 to 59 yrs</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>60 yrs and above</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- a) Applying for jobs
- b) For education or learning activities
- c) For remote access

Base: Internet users in each age group.
Source: IDA’s Annual Surveys on Infocomm Usage in Households and by Individuals.

Available Technologies

- Mobile Learning (e-learning)
- Cloud Computing
- Tablet Computing
- Digital textbooks
- Virtual Laboratories
- Wear-on devices
Existing Applications

Shaffer (2013) – technology in English language classrooms at primary, secondary and tertiary levels

Frequency of use:
- Digital devices
- Offline computer software
- Online computer materials
- Out-of-class teaching tools
Existing Applications

Use of Brain Gym in Australian schools

- Perceptual motor program developed by Paul and Gail Dennison in 1970s
- Assist students with learning difficulties
- Set of 26 exercises
- ‘bring about rapid and often dramatic improvements in concentration, memory, reading, writing, organizing, listening, physical coordination and more’

Brain Gym, 2008a; Stephenson, 2009
Recommendations

- Turn lessons into games: 30 min, 3, 6 hours compulsory breaks (e.g. after 30 mins, message on screen “time to break, stretch, walk away”; after 6 hours, “game will resume tomorrow, good day”)

- Preventive: Allow students to be checked for learning disabilities (e.g. hearing difficulties, lazy eye) prior to commencement of school
Recommendations

- Allow parents to be engaged in using these technologies for updates of child’s progress in school.

- Teaching and learning at different levels:
  - Kindergarten – interactive learning packages
  - Primary & Secondary – e.g. virtual reality for science lessons like National Geographic?
Challenges in a Digital Age

- Students spending as much as 22.5 hours per week playing videogames
- Tougher for parents to control over what the child receives through the technologies
- Cost of devices or soft wares may not be accessible to everyone

Credit/Source: http://www.medialiteracycouncil.sg/online-safety/Pages/internet-addiction.aspx
Implications

- Improve academic acquisition and learning amongst children
- Engage in more parental support in child’s education
- Preventive and protective measures for learning difficulties
- Parents expressed loss of control over IT usage by their children – help seeking through workshops?
Further Implications

- Be an alert parent for your child’s learning needs

- Visit James Cook University Singapore or other institutions’ websites on updates regarding Teaching and learning techniques

- As parents: how much is too much?
  - Markazi and colleagues (2011)
  - Deslandes & Bertrand (2005)
References


References


Thank you!
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