THE "MARK-MAKING BOOK"

Catalyst Supporting Parental Involvement in Art Education in Early Childhood

by

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Adult involvement in a young child’s artistic learning as an area of study is only beginning to unfold. The intent of this thesis is to lend support to this trend of thought by exploring the "mark-making book" as a catalyst for parental involvement in art education in early childhood. Specifically, it is concerned with examining the role of the "mark-making book" as a link supporting a young child’s artistic learning within the school and the home. The "mark-making book" is a sketchbook/scrapbook concept that allows for independent use on the part of the child and guided learning mediated by the parent. It is grounded in social constructivist theory, drawing upon the work of Soviet psychologist Lev Vygotsky and his perspectives on the value of adult interaction, tools, play, and the role of affect in motivation. The research addresses the following questions:

1. How do the parents use the "mark-making book" in the home environment?

2. What are the parental attitudes toward the "mark-making book" experience?

3. How do these attitudes evolve as a result of active engagement over a period of time?

4. What value do parents attribute to the ideas of active involvement in their child’s artistic learning?

Exploratory descriptive research in the form of multiple cross-case study analysis was used for the purposes of this investigation. The teacher as "investigator" conducted two sets of audio-taped
interviews with eight participating parents, whose four year old children attended a nursery program at an inner-city school in Winnipeg. The data resulting from these interviews gives evidence of favourable parental support towards the "mark-making book" concept. Parents also indicated that as they participated in its use with their child, they reflected on their childhood memories and educational experiences, then drew comparisons with the learning experiences associated with school and home use of the mark-making book. Three themes emerged as the result of studying parental and child involvement with the mark-making book. Enjoyment, self-development and understanding are the essence of the mark-making book experience. The study was further supplemented with data collected from parent-teacher interviews at the start of the academic year, field notes collected during in-class use of the mark-making books, parent comment sheets, as well as informal conversations with parents in school hall ways and during home visitation. Reflective journals and photo journals were used to document mark-making book activity within the school environment.

The study concludes that the mark-making book serves as a manageable and effective means of addressing the needs of both parents and children in terms of their affective, cognitive and artistic learning. These favourable results should encourage further research into mark-making book use, both within the school and the home environments.
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Dedicated

to

Andrew - My Leonardo

Matthew - my Michelangelo

Without their inspiration, the mark-making book would not exist.
CHAPTER 1: THE STUDY

The marks and symbols which young children produce with much concentration and ease intrigue us -- artists, educators, psychologists, and parents -- adults who witness and wonder at this process which is universal and predictable, and invented anew by every human child.

(Christine Thompson, 1994, p. v)

1.1) Introduction

Art education is recognized as an essential component of a high quality early childhood program (Dixon and Chalmers, 1990), and many teachers readily admit that art as a way of learning is part of their daily routine. To what extent, however do they provide meaningful learning experiences in this area?

The basic problem is that in some ways current curriculum does not demand enough of children, and in other ways it demands too much of the wrong thing.

(Bredekamp & Rosegrant 1993, p. 11)

Over the years, school funding has been readily made available to support resource rich and well equipped child-centred learning environments. As a result, children are provided with various opportunities to experience learning through play with toys, art materials, books and equipment that they may not necessarily have at home. Although these efforts are perceived by many educators, teachers, and parents as having greatly improved learning within the early childhood domain, the meaningful teaching of art still needs to be readdressed.
As an early childhood teacher with a background in art education, my past and present observations of early childhood programs continue to give evidence that teachers still vary in their approach when dealing with art education. The three ways in which learning through art is still presented are congruent with methods that are deeply embedded in art education tradition. There are those teachers, who choose to follow the writings of Viktor Lowenfeld (1970) defined by Feeney & Moravick (1987) as a "studio-oriented perspective". The interpretation of this approach, by most teachers, is one that addresses a child's artistic learning by only providing art materials, tools and space. The intent is to allow children to independently explore, feelings, ideas by experimenting with art media with limited teacher support. This approach, however, releases the teacher of any teaching responsibility, with the potential of treating the subject of art as an aside (Kindler, 1996; Pisichko, 1994). From the perspective of parents, some may wonder why their child keeps drawing the same images over and over again, or ones similar to their peers; why their child constantly brings home muddied paintings, or doesn't bring artwork home at all. Chapman, (1978) credits Walter Smith, British/American design and art educator of the 1870's and 1880's for leaving a legacy of "step-by-step books" and activities with "exact how-to-do-it instructions" (p. 7). Over the years, teachers have had difficulty departing from the use of such activities. Colouring worksheets are still used on a regular basis. Although teachers claim
these activities are not substitutes for art, the message communicated supports the notion of colouring books which parents willing to purchase to appease their children. Aside from the two above approaches to art education, most teachers still rely on product-oriented art activities that Edwards & Nabors (1993) define as "cookbook art projects". Teachers argue that these activities have value since, "Children like doing them" (Pisichko, 1994). Unfortunately, however, they usually fall under the guise of "craft ideas" which are obtained from craft kits or books that support learning experiences involving: working with preselected materials, following step-by-step instructions, thus, completing a "like artifact" that is representative of the kit or book illustration. Although current early years art education teachings recognize and discourage the use of product-oriented activities, (Bresler, 1993; Edwards & Nabors, 1993; Kindler, 1996), teachers still support their use with the argument that they can address seasonal celebrations, and act as "treasured keepsakes" (Pisichko, 1994), that appeal not only to the child, but to the parents, as well.

The consequences to a child's artistic learning as a result of these practices have long since been recognized by both art and early childhood educators (Feeney & Moravick, 1987; Fielding, 1989; Kindler, 1995, 1996; Kolbe, 1993; Spodek, 1993). In recent years, therefore, attempts have been made by educators, teachers and even parents to explore researching alternative ways of teaching and learning through
art education. Bredekamp and Rosegrant (1993) encourage teachers within the field of early childhood to consider change by stating,

the curriculum itself has many potentials; it is not static and predetermined, but rather a dynamic, developing entity that changes as we acquire new knowledge and apply it differently to individual children and groups (p. 11).

The concept of the mark-making book is one attempt to provide teachers, and parents with an alternative means of supporting a child's artistic learning. Its use is similar to a sketchbook/scrap book concept that enables the child to engage in self-expression, self-reflection, and initiate dialogue with adults and peers (Dyson, 1988, 1990). The teacher, however, plays a central role by initiating its use both in the nursery and home environments. The five components of the mark-making book: visual awareness, art appreciation, children's literature, parent-initiated activities, and pictorial production, and its method of use can provide unique early childhood learning experiences through art. The mark-making book can act like a catalyst that can unlock a child's knowledge and understanding; learning that has been acquired in the home environment as well as at school. The use of the mark-making book is primarily based on the early childhood perspectives of Soviet psychologist Lev Vygotsky; and, his notion of the "zone of proximal development". The mark-making book functions under the premise that if one engages a child in new ways of learning through playful adult interaction, the child is capable of going beyond its present level of development. Therefore, significant
adults in a child's life such as teachers and parents can play a vital role in how a child perceives and responds to its world.

1.2) The Character of Wellington School's Nursery Program

From the earliest years forward, children need to be guided in a vast array of personal experiences ranging from simple, everyday events to more elaborate ones. Sensitive adult-child sharing is the key leading to significant learning. Give children exciting things to say and they will find ways to express them.

(Oole, 1980, p. 18)

The concept of the mark-making book evolved over a period of three years within the context of a nursery program that focused on art as a way of learning; one which was developed at Wellington School, Winnipeg, Manitoba during the years 1992-1996. Several goals of this specific nursery program, in terms of a young child's artistic learning, were aligned with the three components of developmentally appropriate practice in early childhood art education as identified by Colbert and Taunton, (1992).

- Children need many opportunities to create art.
- Children need many opportunities to look at and talk about art.
- Children need to become aware of art in their everyday lives (cited in Schiller, 1995, p. 26).

Of the five learning components within mark-making books conceptual framework, four originated from the design of the nursery program: visual awareness, art appreciation, children's literature, and pictorial production. Each of these components was explored in the
nursery environment under the umbrella of a chosen theme, with the teacher taking on a more active and playful role in terms of adult-child interaction. Activities representative of each of these components were an integral part of the daily learning routine shared by both the children and their teacher. To further illustrate, if the children and their teacher collaboratively chose to study the theme, "Fun in the Snow", a visual awareness activity might include: talking about one's experiences with snow; looking at and talking about photographs depicting scenes of families enjoying winter activities; looking at snow through a magnifying glass or allowing children to play at the water-table filled with snow. In terms of pictorial production, the teacher might invite children to draw their interpretations of snowflakes, then maybe playfully explore different possibilities of drawing snowflakes using the elements of design. The art appreciation activity might focus on William Kurelik's painting, "Fox and Geese", shown in his book, A Prairie Boy's Winter, which depicts an age-old winter game that has been played by young Canadian children for years. A large circle is made in the snow, then divided into pie slices creating paths for children to chase each other in and around. One child is assigned the role of the "fox" while the rest of the children play the "geese". The aim of the game is for the "fox" to attempt to catch most of the geese as they run around. The last "goose" not caught is the winner. Whether using slide form or the image in the book the teacher can begin the art appreciation activity
by relating to the children the winter games she/he enjoyed as a child; ask which games they enjoy the most; then turn to the art image and ask the children questions in terms of what they see in the painting and their feelings about it. The art appreciation component could conclude with the children at some point playing the, "Fox and Geese", game outdoors during school time, then being encouraged to play it while at home with family and friends. Pictorial production connected with the art appreciation component might invite children to draw full length drawings of themselves using coloured markers and an 8 1/2" by 11" piece of paper. Prior to the activity, the teacher and the children would have talked about what they looked like, and compared one another's appearances with the use of a mirror. The teacher could playfully draw a full length drawing of herself as the children look on. Once each full length drawing was completed, it would be cut out, then each child would have the opportunity to pin their drawing any where on a paper imitation of the game mounted on a large bulletin board. The children's literature activity would not only involve reading a story related the theme "Fun in the Snow" but would also entail closely looking at and discussing the illustrations. Pictorial production would involve inviting children to draw in response to the story or the theme.

The unique nature of our program began attracting parents who were earnestly interested in new approaches to learning. At the time, they were only familiar with traditional nursery programs of previous
years, thus, they had no other models with which to compare. Due to our open door policy, the curiosity of parents caused them to visit the nursery class on a regular basis. They would anticipate ways of learning they were accustomed to as children. Parents would volunteer their time to prepare materials or read stories. However, often they would conclude the day by participating with their children in ways of learning that they had never experienced before. As time passed, parents came to learn the merits of an enriched nursery program focusing on learning through art education, and they began reappraising what they perceived as a quality nursery program. These changes in attitude were revealed during ongoing discussions with parents throughout the first year, 1991-1992. In their opinion, the art centred curriculum enriched the quality of learning within the context of a nursery setting. As a result of these favourable responses from parents, we were encouraged to explore other directions in art education that might further enrich our nursery program, namely the sketchbook/journal.

1.3) From Sketchbook to Mark-Making Book

There are those who choose the swampy lowlands. They deliberately involve themselves in messy but crucially important problems and, when asked to describe their methods of inquiry, they speak of experience, trial and error, intuition, and muddling though.

(Schon, 1983, p. 43)

Prior to this research project, the use of sketchbook/journals
within a nursery or kindergarten environment was not common practice in Winnipeg School Division #1 schools. This claim is based on notations of casual conversations with other nursery and kindergarten teachers while attending in-servicing sessions. The notion of using sketchbooks on a regular basis never seriously crossed their minds. From their perspective, most children were already engaged in drawing during free play. Assigning additional class time to such an activity would be at the expense of other activities deemed more valuable. One teacher, however, did mention that she made 8" x 12" drawing booklets for each of her nursery children to document their drawing development. They were only used once a month then set aside. The drawing booklets were shown to parents during parent-teacher interviews as a means of assessment then sent home at the end of each year.

1.3a) Spring of 1993 - Early Beginnings

The Wellington School nursery program began its explorations with the notion of the sketchbook/journal during the autumn of 1993. This action was prompted partially due to our convictions that sketchbook/journaling would be developmentally appropriate for this age group, but also as a result of hints and clues that were communicated by children and their parents during the previous spring. On one occasion, our teacher's aide chose to engage several restless children in the making of a "book" at the craft table. They were given
a choice of 5" x 5" coloured construction paper to make the cover and
the use of the "stapler" to bind the blank pages in between. Once the
children were finished making their "books", they were free to draw
and/or print whatever they wished. Before long, other children took
notice of the ongoing activity around the craft table and began
requesting to make their own "books". The pleasure derived from this
experience was evident since many children persisted with this
activity until the end of the year. Not only did the children enjoy
making their marks, drawings, and exploring their ways of making
letters and numbers, but they also used the "books" as a means of
engaging in conversation with other children, and of course, with
their parents. It was fascinating to observe children voluntarily
using their drawings as springboards for storytelling. Their most
captive audience was their parents.

1.3b) Autumn of 1993 - Explorations with Sketchbook Use

Sketchbook use was implemented during the later part of October,
once we reached our maximum enrolment, and the nursery children become
familiar and comfortable with the nursery routine. Due to our limited
budget, we used 8.5" X 12" coloured construction paper for the front
and back covers, stapling regular ditto paper in between. Children
selected their own colours for the sketchbook covers and helped with
the stapling. Initially, sketchbook use was encouraged during our one
hour of free play, however, not all children chose to become involved.
Many of them were too preoccupied with playing at the various learning centres to take an interest. Since we also wanted to observe how children responded to sketchbook use during large groups sittings, we chose to explore various times of the day that would be most suitable. Finding class time for children to use sketchbook, however, was not such a simple task. We attempted to have the children use the sketchbook each day prior to the beginning of each class. Unfortunately, this decision did not benefit all children since many didn't come early enough to make the activity worthwhile. We, finally, chose to use the sketchbooks either on the carpeted floor or at worktables during the last fifteen minutes of the day. Children appeared more settled during this period of time. They had their snack and were ready to socialize on a different level. We observed children enjoyed this designated sketchbook time since a party type atmosphere accompanied the experience. Children took the opportunity to explore their ways of drawing, chat with peers close by, share stories, compare or talk about one another's drawings.

As a result of regular sketchbook use, we observed certain patterns of behaviour beginning to develop amongst several of the nursery children; these behaviours were readily supported by their parents. Aside from drawing in the sketchbook, some children chose to embellish their sketchbooks by bringing additional drawings from home, flat items such as stickers, and even photos of themselves to glue into their sketchbooks. The sketchbooks became valued treasures;
symbolic of identifying with one's self. Even more interesting was the
notion of gift giving that evolved from the experience. Additional
drawings and stickers separate from those intended for the
sketchbooks, began appearing in the form of gifts for the teacher.
Should the child be absent from school, the "gifts" were
conscientiously passed on either along with siblings or parents. In
some cases, the parents would take the time to mention why and how the
children drew the picture. The notion of drawing evolved not only as a
means of self-expression, but as a way of communication. This
communicated to myself, as a teacher, that parents were taking an
interest in their children's self-expression and pictorial production.

1.3c) Autumn of 1994 - Explorations with the Concept of the Mark-
Making Book

We chose to have the nursery children construct their own mark-
making books beginning in mid September. Each child was given the
opportunity to make their own personal mark-making book using the
binding machine borrowed from the library. The structural design of
the mark-making book followed the one used in Dr. Anna Kindler's class
at the University of British Columbia during the summer of 1994. The
name, "mark-making" book was decided upon as we observed the children
playfully make marks, scribbles, and squiggles in their attempts to
explore the possibilities of self-expression. Classroom use of the
mark-making book was similar to that of the sketchbook the previous
year, with two exceptions. Aside from allowing children to freely express their ways of drawing, we also invite them to respond to various topics related to the current theme we were exploring. Parental involvement in the mark-making book was not considered until parents themselves began expressing an interest in how their children were using their mark-making books during class time. The notion of home use had never crossed our minds. We began sending the mark-making book home in mid November on a bi-weekly basis with an information sheet outlining its use. No set plan was followed other than sending the mark-making book home on weekends, expecting it to return with the child on the following Monday; encouraging parents to spend at least 15 minutes of quality time using the mark-making book with their child; allowing for the opportunity to freely draw what ever came to mind; and being given the option of gluing-in items of a flat nature. On occasion, a story book would be sent home accompanied in the bag by the mark-making book; otherwise, parents and children where free to explore the use of the mark-making book on their own. A good proportion of parents followed through with the using the mark-making book with their children. This response encouraged us to further explore the use of the mark-making book from the perspective of parental involvement in a young child's artistic learning.
1.4) Statement of the Problem

The problem investigated in this exploratory, descriptive study is to apply Lev Vygotsky's theoretical perspectives (Vygotsky, 1978) on early childhood education to parental involvement in the context of the "mark-making book" phenomenon; and how the mark-making book serves as a catalyst supporting parental involvement in a child's artistic learning. Specifically, this study will attempt to examine the role of the mark-making book as a link between the child's artistic learning within the school and home. It will explore parental attitudes towards the "mark-making book" experience, and the value attributed by the parents through their active involvement in their child's artistic learning.

The following four research questions will be addressed:

1. How do the parents use the "mark-making book" in the home environment?

2. What are the parental attitudes toward the "mark-making book" experience?

3. How do these attitudes evolve as a result of active engagement over a period of time?

4. What value do parents attribute to the ideas of active involvement in their child's artistic learning?

1.5) Method of Research

This exploratory case study research relies on methods grounded in ethnographic techniques, primarily the, "interview". A "purposive sample" (Merriam, 1991, p. 154) of eight parents participated in two
sets of audio taped interviews conducted by the author. Biographical questions had been addressed during previous parent-teacher interviews at the start of the school year. A structured interview was designed taking into account the six question types as recommended by Patton (1980) as cited in Merriam, (1991, p. 78). The data derived from these interviews were transcribed for analysis. Analysis involved reading and rereading the two sets of eight transcripts, and employed coding deductively and inductively using the constant coding method. Cross-case analysis was used to identify patterns and themes across responses. Field notes resulting from each of the eight interviews were immediately input into a laptop computer at the close of each interview session.

1.6) Key Terms

1.6a) Shift - "If someone's opinion or a situation shifts or is shifted, it changes slightly."

(Cobuild, 1996, p.732)

The data analysis is presented using the concept of "shift" to indicate parental changes in attitude towards the mark-making book experience over an extended period of time. Shifts are noted in each of the eight case studies by comparing the initial, evolving, and final participant responses using two sets of interviews. In several case studies, evident shifts in attitude towards the mark-making book, occurred within a couple of weeks of its use, all of which are
documented within the first set of interviews, e.g., Case Study # 4: The Reyes family. Other shifts only became evident once comparisons were drawn between interviews one and two, e.g., Case Study # 6: The Santos family which indicated the development of a more positive attitude towards the art appreciation component. Cross-case analysis of shifts concludes the study.

1.7) Limitations

The limitations surrounding this research project primarily deal with the following issues:

1.7a) Case Study Research

Hersen & Barlow (1984) acknowledge the weakness and strengths of case study research by referring to the use of case studies in the context of psychoanalytic, psychotherapeutic, and psychiatric literatures. Their arguments, however, can easily be applied to the field of education. They question whether the case study method is a sound method of investigation in the following ways:

Even when the case study method is applied at its best (e.g., Lazarus, 1973), the absence of experimental control and the lack of precise measures for target behaviours under evaluation remain mitigating factors (p. 167).

In defence of case study research, however, they continue:

Of course, proponents of the case study method (e.g., Lazarus and Davidson, 1971) are well aware of its inherent limitations as an evaluative tool,
but they show how it can be used to advantage to generate hypotheses that later may be subject to more rigorous experimental scrutiny (p. 168).

Hersen & Barlow (1984) conclude by identifying the seven advantages of case study use, all of which directly relate to the concept of the mark-making book. They are as follows:

. foster clinical innovation;
  (a way of introducing a new approach to support a child's artistic learning)

. cast doubt on theoretic assumptions;
  (a way of questioning Viktor Lowenfeld's perspectives on art education)

. permit study of rare phenomena.....;
  (a way of investigating children and parents who participate in the mark-making book experience)

. develop new technical skills;
  (a way of inviting children and parents to explore and experiment with various media and tools)

. buttress theoretical views;
  (a way of supporting Vygotsky's perspectives on the early childhood education and their relationship to a child's artistic learning)

. result in refinement of techniques; and,
  (a way of inviting children and parents to investigate endless possibilities when exploring the functions of the elements of design)

. provide clinical data to be used as a departure point for subsequent controlled investigations. (p. 168)
  (as evidence of adult involvement in a child's artistic learning, the concept of the mark-making
1.7b) The Status of the, "Teacher as Investigator"

The investigator is an individual is of immigrant parentage, middle class, a parent, and by profession an early childhood teacher, as well as, an art specialist. She was raised in an inner city area in Ottawa, Canada, much like the one where she currently teaches and chose to conduct this research. Therefore, the outcome of this study is limited to her personal and professional experiences, her understanding of the existing literature on the topic, and the particular research experience. Subjectivity is an issue since personal bias can be a concern in terms of the relationship the teacher may have, in this case, with the parent participants. The strength of teacher as "investigator", however, lies with her intimate knowledge of the setting and the surrounding circumstances of life within an immigrant community.

1.7c) Setting and Time

The research study was limited to an inner city school setting were the student population reflects the character of the surrounding community in terms of the various ethnic, cultural, religious and socioeconomic groups. The investigator chose to conduct the research at her place of work using the actual nursery classroom where the
mark-making books are used on a daily basis by the 4 year old children in her care; and, where their parents would feel most comfortable during the interview process.

1.7d) Selection of Parent Participants

The research data was collected from parents whose children attended two different nursery settings within one school. Two criteria were followed in the selection of the parent participants. It was not possible to randomly select parent participants since the school is situated in a multilingual, as well as a multicultural milieu. Therefore, one of the main criteria used to chose parents was based on their ability to clearly articulate in the English language. The other criteria was based on their willingness to conscientiously use the mark-making book throughout the duration of the research project. Initially, ten parent participant were invited to participate in the research project. Prior to the first set of structured interviews, however, two families chose to leave the school and move to another neighbourhood. One other parent had second thoughts about the idea of being audio-taped, therefore, chose not to participate. One mother who couldn't attend the initial 2 school interviews when parent selections were made, expressed interest in the research project. She was invited to become a participant, raising the number to eight parents participants.
1.7) Compiling the Literature Review Specific to Parental Involvement in a Child's Artistic Learning

A body of rigorous and careful research supporting parental involvement in a child's artistic learning is only beginning to unfold.

1.8) Organization

Chapter two presents a review of the literature supporting the conceptual framework of the mark-making book.

Chapter three details the setting and the time frame.

Chapter four presents eight detailed family portraits, including profiles of each nursery child; and interviews one and two reformatted to present the collected interview data in category form.

Chapter five summarizes and illustrates the categories found in each of the eight sets of interviews with regard to the first three research questions.

Chapter six presents the results and findings in the data to answer the fourth research question.

Chapter seven presents implications and recommendations for theory, practice and further research.
CHAPTER 2: REVIEW OF THE LITERATURE

New research, new philosophies, new societal pressures of an era suggest that contemporary teaching methodologies are in error, or less than optimal, and that new techniques should be adopted.

(Fielding, 1989, p.45)

The above statement was indicative of a prevailing trend of thought which has dominated the literature in early childhood and art education for years. In response, educators, and practitioners in both fields have immersed themselves in the challenging process of reappraising early childhood art education, and the role of art as a "way of learning". New directions are being explored setting in motion ways of learning through art that are contributing to potentially significant changes in early childhood art education curriculum.

2.1) Goals

The main premise behind the concept of the mark-making book is to act as a catalyst supporting parental involvement in early childhood art education. The intent of the following literature review is to define the mark-making book in the light of current art and early childhood education trends; ones that give support to the concept and its implementation. The notion of adult involvement in a young child's artistic learning will be aligned with social constructivist theory supported by the early childhood perspectives of Soviet psychologist Lev Vygotsky. The specific issues of teacher and parent involvement in
a child's artistic learning will be addressed in the context of current research practices. Attention will also be given to the literature supporting sketchbook use and the five components that comprise the conceptual framework of the mark-making book: visual awareness, art appreciation, children's literature, parent-initiated activities, and pictorial production.

2.2) The Mark-Making Book and Vygotsky's Perspectives on Early Childhood Education

Vygotsky's perspectives on the value of adult interaction, tools, play, and the role of affect in motivation in early childhood are central to the successful use of the mark-making book. Implementing these ways of teaching in the school and home environments can result in children being motivated to achieve high levels of learning through what Vygotsky defines as the child's "zone of proximal development".

It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky, 1978, p.86)

Various authors have attempted to describe this abstract concept in terms of metaphorical images such as, "a bandwidth of competence", (Brown & Reeve, 1987 as cited by Bredekamp & Rosegrant, 1993) which is found to exist within, "the boundaries of the zone of proximal
development..." (p. 45). Bredekamp & Rosegrant (1993) further elaborate by stating that within these boundaries the child can demonstrate abilities with varying kinds and amounts of aid. Observing and supporting the child, the teacher integrates instruction and assessment, all the while coming to understand the child's thinking processes more fully (p. 45).

Dyson (1990) presents working within a child's zone of proximal development under the guise of "weaving",

one that portrays teachers as helping children weave literacy from the rich diversity of resources they bring to school with them -- resources nurtured by their intentions in varied learning spaces (p. 211).

The zone of proximal development has also been defined by Simpson (1996) as the "bridge"

...between where the student is and where s/he is going is in the hands of the educator. Constructivists believe that bridge must be one that encourages the student to build meaning throughout the crossing (p. 54).

Wood, Bruner & Ross (1975) have associated it with a "scaffold". They elaborate in the following way.

The scaffold, as it is known in building construction, has five characteristics; it provides support; it functions as a tool; it extends the range of the worker; it allows the worker to accomplish a task not otherwise possible; and it is used selectively to aid the worker where needed.

(cited in Greenfield, 1984, p. 118)

In the context of the mark-making book concept, the zone of proximal development could further be defined as a specific "realm" of learning existing within each young child; one that can only be
addressed by the playful actions of a significant adult and/or peer who can captivate the attention of the child, and "spark" a new perspective on established ways of knowing, and/or introduce new ways of learning. The conceptual framework of the mark-making book and its use is systematically designed to specifically assist adults with teaching within a child's zone of proximal development. The resulting efforts on the part of both the teacher and parent support a child's artistic learning simultaneously with affective and cognitive development.

Vygotsky further defines the zone of proximal development by stating that it

... defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the "buds" or "flowers" of development rather than the "fruits" of development. The actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively.

(Vygotsky, 1978, p. 86)

The concept of the mark-making book attempts to support such "growth" within the zone of proximal development. Vygotsky's theories, specifically those dealing with adult interaction, the use of tools, the notion of play, and recognizing the role of affect in motivation are the primary means employed to provide meaningful learning through the mark-making book experience; ones that support a child's way as s/he moves onto a higher level of learning. They are aligned with
2.2a) The Mark-Making Book and Adult Interaction

It is in the course of interaction between children and adults that young learners identify effective means for remembering -- means made accessible to them by those with more highly developed memory skills.

(Vygotsky, 1978, p. 125)

As significant others, the teacher and parent both play equally important roles in the use of mark-making book. In the school environment, the concept of the mark-making book invites the teacher and child to share their ways of knowing, and explore new ways of learning on an individual or group basis. The advantage of using the mark-making book in the home environment is that it facilities learning on a one-to-one basis. The parent is encouraged to engage the child in the accompanying mark-making book activities, by duplicating the simple teaching ways used in the classroom. This allows for continuity in terms of teaching strategies, and empowers the parent to successfully step into the child's zone of proximal development as they both participate in the use of the mark-making book. In the process of doing so, the parent assume two roles: as "co-teacher", the parent plans, initiates, and mediates learning through the use of the mark-making book; as, "co-participant", the parent and child jointly share feelings, ideas, and experiences.
2.2b) The Mark-Making Book as "Tool"

The search for method becomes one of the most important problems of the entire enterprise of understanding the uniquely human forms of psychological activity. In this case, the method is simultaneously prerequisite and product, the tool and the result of the study.


The mark-making book concept can be viewed as a method -- a tool in which art itself -- a tool is the centre of learning. Walsh (1993) supports the notion of art as tool by stating,

Art is a human construction, a tool that humans beings use to make sense of their existence, of themselves as human beings, as people. It is not a medium for transporting meaning or beauty or truth. It is a tool for constructing meaning.

(Walsh, 1993, p. 20)

Newman & Holzman (1993) attempt to clarify Vygotsky's theory of "tool use" by stating,

Tools for results are analogous to (as well as producers of) cognitive equipment (e.g. concepts, ideas, beliefs, attitudes, emotions, intentions, thought and language) that are complete (fully manufactured) and usable for a particular purpose (p. 38).

They further elaborate by citing Bruner (1987) as he addresses the matter of tools in the English edition of Volume 1 of The Collected Works of L.S. Vygotsky, Bruner states,

... instrumental action is at the core of Vygotsky's thinking -- action that uses both physical and symbolic tools to achieve its ends....through the use of tools, man changes himself and his culture.... tools, whether practical or symbolic, are initially "external": used outwardly on
nature or in communicating with others. But tools affect their user: language, used first as a communicative tool, finally shapes the minds of those who adapt to its use (p. 39).

Vygotskian theory of instrumental action through tool use is supported by the mark-making book. Serving as a catalyst, it simultaneously allows teachers and parents to mediate a young child's affective, artistic and cognitive learning development. It operates as a physical tool in conjunction with mark-making media. As a tangible means of supporting learning through art, it allows an adult to systematically guide a child to make meaning of its world through the five components of: visual awareness, art appreciation, children's literature, parent initiated activities, and pictorial production. The mark-making book functions as a symbolic tool by allowing the adult to communicate to the child societal and cultural ways of knowing valued by the school and home environments.

2.2c) Mark-Making Book Use Through the Notion of "Play"

Play creates a zone of proximal development for the child. In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself.

(Vygotsky, 1978, p. 102)

Playful interaction is the means by which the teacher or parent initiates and sustains learning throughout mark-making book experience. The use of humour, variations in one's tone of voice,
facial expressions, gestures and the use of props, (Szekley, 1990) all can contribute in captivating the child's attention and imagination. These strategies have proven to motivate children to take further risks and to problem solve as they involve themselves in self-guided drawing activities, or choose to participate in mark-making book activities that are based on a specific theme (Pisichko, 1996).

In the contexts of the school and the home, teachers and parents are encouraged to assess a child's mood and to find appropriate times to use the mark-making book. The intent is not to force the child into participating in its use. Instead, the teachers and parents, as co-participants, are encouraged to engage in playful interaction taking on the more specific role as "performer" as defined by Szekley (1990); one who can initiate, "...fantastic ideas and the general promotion of play." (p. 15). Vygotsky (1978) confirms the value of play as a way of learning by stating that play is, "not the predominant feature of childhood but it is a leading factor in development (p. 101). Therefore, ignoring the notion of play would affect the quality of the learning experience and ultimately lead to a loss of interest in mark-making book use.

2.2d) Mark-Making Book Use and the Role of Affect in Motivation

The challenge in early childhood education is to find ways to generate the important processes for learning, including shared attention, interaction and communication, and symbolic thinking within a highly interactive and emotionally expressive relationship.
One of the goals of the mark-making book is to systematically empower a parent to guide a child's artistic learning within its home environment. The processes of learning, especially those relating to the emotions, can most effectively be addressed through the relationship existing between the parent and the child. This argument is supported by Wieder and Greenspan (1993). They advocate the notion that a child's cognitive and emotional processes need to be simultaneously addressed in order for a child to learn how to, 
"...communicate and use language, problem solve, and the development of self-esteem" (p. 77). This is one aspect of Vygotsky's zone of proximal development that has received little attention when his theories were first being introduced. Wieder & Greenspan (1993) argue that,

Even though Vygotsky's early theory of the zone of proximal development (ZPD) identified how an adult guides the child's learning through directives, feedback and demonstrations until the child learns to take over or regulate his or her own activity (i.e., attention, communication, memory, problem solving, action, or manipulation of objects), his emphasis on affect as the motivating force in thinking did not get integrated into later studies.

(Vygotsky, 1987, p. 78)

The issue of addressing affect as a motivating force in thinking is critical to the successful use of the mark-making book. If ignored, children will be less willing to take risks in terms of verbally and visually expressing their ways of knowing.
2.3) Teacher Involvement in a Child's Artistic Learning

Vygotskian perspectives on early childhood education have successfully been applied in the areas of language and literacy education (Dyson, 1988, 1990; Mason & Sinha, 1993). In recent years, however, several authors have addressed his work in the context of a child's artistic learning (Chun-Min, 1995; Lund & Osborne, 1995; Kindler 1995, 1996; Thompson & Bales, 1991; Thompson, 1995, 1995); thus giving evidence supporting a slow but evident shift in paradigm; one showing the beginnings of a move away from the predominant influence of Victor Lowenfeld. Over the years, his text, Creative and Mental Growth, has significantly influenced the perceptions of art and early childhood educators on the meaning of artistic learning. Lowenfeld's (1947-1987) notions of artistic development are defined by Spodek (1993) as a "maturationist" view of artistic expression in young children, where art education follows development. Teachers and/or parents, therefore, should not intervene as children actively engage in the making of meaning through art. It is advised that children should be left on their own to experience and explore art materials with limited adult support. In the school environment, other than supplying the child with materials, tools and encouragement, a teacher's main objective was to generally assess the child's artistic development. This stance has also been supported by the writings of Gardner (1976 & 1980) as cited by Kindler (1995) and Thompson (1995). Many art and early childhood education undergraduate programs still
emphasize methods courses that centre on "developmentally appropriate" instruction (Thompson, 1995). As a result, undergraduate students -- as prospective teachers and parents are inadequately prepared in their training to extend to children the rich learning experiences connected with art education.

Kindler (1993) supports the notion of teacher intervention in early years art exploration, and justifies such a need through her research done in preschool settings. From her observations, she takes the point of view that not all children begin to explore image making in the same way. Kindler identifies three approaches to drawing used by children, all of which to some extent could use some form of teacher intervention. There are those children who confidently began drawing without any form of assistance; others observed the work of their peers, then used those ideas to form their own; while the third group took their time to get started, unable to focus on the task at hand (Kindler, 1993). Kindler adamantly believes that the inability for some children to engage in meaningful artistic expression is mainly due to lack of intervention on the part of the early years teacher. Golomb (1993) concurs with Kindler's views and encourages the development of educational strategies to address this concern.

Exploration, however, needs to be done in terms of the most appropriate methods, without imposing on a child's vision of reality (Golomb, 1993). Ekstrand (1991) supports the same observation as Kindler (1993). It is uncommon to find all children completely engaged
in art activities at one time. Some need additional time to develop their ideas while others are too shy or insecure to ask for help. All children, however, given the opportunity and the attention of the teacher, will eventually develop their own unique style -- that special approach towards drawing or painting that sets them apart from the rest. It is within the realm of their zone of proximal development that a teacher can further mediate their artistic learning.

2.4) Parental Involvement in a Child's Learning Development

Parents are teachers every time they interact with a child. However, many parents do not perceive themselves as teachers, even as teachers of their own children.

(Olmsted, 1991, p. 226)

Parental involvement in the mark-making book concept is supported by a current trend in education that recognizes the valuable role parents can play as "teachers" in the affective and cognitive development of their child (Comer & Haynes, 1991; Vickers & Minke, 1995; and Stevens, Jr., Hough & Nurss, 1993). Parents have long since been recognized as a child's, "first teachers" (Berger, 1991; and Gordon, 1977). Berger (1991) argues,

Before history was recorded, evidence indicates that parents were nurturers and educators of their children through modeling, care giving, and guidance. They imparted skills, mores, and values of the time, influenced by their life experiences, the environment in which they lived, and their culture (p.210).

The contemporary image of parent as teacher is aptly described by
Stevens, who states that

Parents who play and talk with their children, who assist them in exploring and manipulating their environment, and who provide new, interesting experiences are more likely to have creative, curious and competent children.

(Stevens, Jr., 1993, p. 339)

Unfortunately, due to the demands of current socio-economic times, this is not always the case. School systems, therefore, can contribute significantly to help families cope with the stresses of parenting and provide parents with strategies to support their child learning development. Powell (1991) recognizes the value of empowering parents as teachers. He argues,

The parent education approach that closely matches the expertise of schools is to conceptualize parents as teachers. The home becomes an extension of the classroom, with suggested or prescribed parent-child activities approximating teacher-student exchanges. Presumably, such an approach is comfortable to school personnel because the parent education content and process are within the technical reach of teachers, and classroom practices are extended and reinforced in the home (p. 312).

Project Head Start and the Perry Preschool continue to be exemplars of societal efforts to empower low income parents to become more involved as decision-makers and teachers in the education of their children (Zigler & Styfco, 1994). The concept of the mark-making book, however, is more akin to the efforts of the Perry Preschool in terms of, "attempts to continue the education process in the child's home" (p. 271). "The Perry designers obviously respected parents for their potential contributions to the children's education and
A good proportion of the current literature, dealing with parents as teachers, is also addressing parents representative of all levels of the economic strata. Emphasis on assisting children with homework or involvement using enrichment activities is a dominant theme. Joyce Epstein in an interview with Brandt (1989) identifies five types of parent involvement, the fourth of which directly applies to the concept of the mark-making book.

Parent involvement in learning activities at home refers to parent-initiated activities or child-initiated requests of help, and ideas or instructions from teachers for parents to monitor or assist their own children at home on learning activities (p. 25).

The concept of the mark-making book is reflective of a trend amongst teachers to design enrichment activities linking the preschool environment with home learning. Spewock (1991) discusses the merits of learning packets, "created by the staff of the school district's preschool parent training program, contain information about child development and ideas to foster this development -- especially in language" (p. 28). Helm (1994) presents an innovative approach to support parent involvement in whole language learning. "Family Theme Bags are cloth bags containing a stuffed animal or puppet, journal, storybook "What if...?" cards, songs, games, charts, and many more activities." (p. 48) under the umbrella of specific themes.
2.5) Parents as Partners in a Child's Artistic Learning

Don't impose your own image on a child! All modes of expression but the child's are foreign to him. We should neither influence nor stimulate the child's imagination in any direction which is not appropriate to his thinking and perception. The child has his own world of experiences and expression.

(Lowenfeld, 1947, p. 2)

Lowenfeld's impassioned plea for teachers not to influence a child's artistic learning is consistent with his advice to parents.

I believe that the greatest contribution which a home atmosphere can make to the art of children is not to interfere with their natural growth. Most children express themselves freely and creatively if adult interference does not inhibit them.

(Lowenfeld, 1955, p. 10)

This perspective was partially based on his personal experiences with families whose case histories indicated that school and/or family influences were having a negative effect on the particular child's artistic unfolding, (Lowenfeld, 1947). This thesis argues, however, that situations such as these are still in existence today; ones that are reflective of culturally rooted attitudes towards art education. Therefore, there is a dire need to design ways of learning about art that can affect the ingrained attitudes of some teachers and parents.

Vygotsky (1978), argues that a young child's world is impacted by cultural influences from the day of birth. The ways of teachers and parents, however are not the only influences that have a significant affect on how a child views the world. In the context of contemporary
North American society, children are not raised in isolation of the fast paced world that surrounds them. Many are presented with a culturally pluralistic environment; one that is multifaceted in terms of, "Behaviour patterns, symbols, institutions, values, historical events..." (Copan, 1979, cited in Katz, 1991, p. 97). Katz (1991) brings attention to what she defines as "cultural scripts" -- the various settings within which children are raised. Whether it be in the home environment, the neighbourhood, a daycare centre, or relative's home; they all have a direct or indirect influence on how the child perceives and/or wants to perceive its world.

In the context of artistic learning, Chalmers (1992) further supports this notion by stating that, "Art exists within various social and cultural contexts" (p. 17). Therefore, the artistic ways of parents or their lack of, as well as, a child's exposure to the multitude of visual media ranging from television programming, video games, and the design of toys are all representative of the cultural milieu in which the child is raised. A child's artistic learning, therefore, is not void of cultural influences. It is not uncommon to see children willingly copying or adapting images from family members, peer, and popular culture and identifying with it as their own.

A solid body of research addressing parental involvement in a child's artistic learning has yet to evolve. Only recently, has this issue attracted the attention of art and early childhood educators. Szekely (1995) concurs with the notion of the home environment
supporting a child's artistic learning. He recognizes the current dilemma of Lowenfeld's long standing influence,

Many parents (feeling) that art learning is mysterious, sacred, unteachable, and unique in its development. Some teachers even advise parents against "tampering with art." I believe all parents can be effective art "teachers" in many subtle, yet explicit ways (p. 16).

Szekely further argues that,

Skills that become important in art are learned by the child who is allowed to be a parent's apprentice in using a paint roller, hammer, or car-repair kit or in baking or cake decorating (p. 17).

Museum and art gallery settings have extensively explored the notion of parental involvement in a young child's artistic learning, (Matthais & Grey, 1994; Landau, 1986; McNamee, 1987; and Piscitelli, 1988). Parents are invited with their children to visit these venues and to participate in activities related to various art exhibits.

Epstein (1989) conducted a study at the middle years level, Effects of the Teacher Involve Parents in Schoolwork (TIPS) - Social Studies and Art Program on Student Attitudes and Knowledge, involving teachers and parents teaming together to support ways of learning through the integration of social studies and art education. The program is described in the following ways:

The program links art appreciation, history, and criticism to the middle school social studies curricula. The program involves parents in preparing (at home) or presenting (in school) lessons on well-known artwork. The evaluation found increasing student awareness of artists and paintings, development of attitudes towards and preferences for different styles of art, and student capability and willingness to convey their likes and
dislikes (p. iii).

Johns (1994) conducted a survey involving over two hundred Ohio elementary art teachers to identify what parent involvement practices were most successful. The findings showed that

The most popular activity was participating in traditional parental organization such as the Parent-Teacher Association (PTA) or the Parent-Teacher Organization (PTO) which support the art program through fundraising, collecting and providing art materials, and by becoming the audience for exhibits and programs (p. 16).

Evidence of parent interest in art education is further verified in various issues of the parent journal, PTA-Today, which featured such articles as, Why is Art Important for Your Child?, (Walsh, 1987), The Arts and the Technology Bandwagon, (Lehman, 1985), Make Art a Part of Your Child's World, (unauthored, 1988), and Let's Be Smart and Include Art, (unauthored, 1992). These articles act as a form of advocacy to remind parents of the value of art education; and, they also educate parents how they as co-teachers can support their child's artistic learning within the context of the school and the home.

2.6) The Sketchbook as a Way of Making Meaning

"A sketch is nowadays defined as a slight or rough drawing - and most people would agree that slightness and roughness are not necessarily faults - can even be virtues in that they imply freedom and spontaneity."

(Wilkinson, 1974, p. 11)

The notion of the sketchbook has travelled with mankind through many centuries. Numerous artists, famous and unknown have relied on
the use of the sketchbook as a tangible means of recording their perceptions of life (Robinson, 1995). Artists such as Cezanne could not be separated from sketchbook use. "The connected habits of drawing and dreaming were Cezanne's alone, and from them the private cahiers were indispensable" (p. 11, Gowing, 1988). The sketchbook was seen as a treasure trove reflecting ways of knowing that are deeply imbedded in feelings, ideas, and experiences. Whether the sketchbook was used to make marks and/or elaborate drawings, the resulting images always represented the markings of the mind; ones intimately recorded, explored and cherished. The sketchbook has also proved to be a valued travelling companion due to its portability. Whether in pocket or pouch, it is ready for use at a moments notice capturing a fleeting thought or a memorable scene. British artist, J.M.W. Turner constantly relied on its use as he recorded his travels throughout Britain, (Wilkinson, 1972) and his frequent visits to the Continent (Wilton, 1982).

2.7) Early Childhood Education and Sketchbook Use

The sketchbook slowly came to lose some of its popularity amongst artists and the general populous with the onset of technological innovations, specifically the camera, film, and more recently computer wizardry. Although it continues to be valued at the upper levels of art learning, in many cases its use is not a mandatory requirement. Only recently, has an interest in the notion of sketchbooks surfaced.
in early childhood education literature.

In some cases, the wording "sketchbook" has been changed to accommodate its specific use. Thunder-McGuire (1992) promotes the notion of the "Artists' Books" a form of sketchbook/journaling where children explore their worlds, their ways of knowing through drawing and writing focusing on one of the following themes: fictive imagination, autobiography, and studies.

My accounts of the creation of these books revolve around the children's bookmaking as an interpretative practice which ontologically fused personal meaning into a whole (p. 21).

Lund's (1994) version of the sketchbook falls under the guise of the "ideakeeper"; a form that departs from the bound drawing pad. It is described the following way.

Idea-keepers were 9 1/2" x 11 1/2" three-holed cardstock folders that I initially filled with ten sheets of plain white paper and ten sheets of line notebook paper. Extra idea-keeper paper was stored in an accordion file folder and held a variety of papers that included sheets of wallpaper, gift wrap, construction paper, and pastel color paper...Our goal was to provide opportunities for self-guided continuous activity that invited drawing and writing processes. We wanted to offer children a way to decide and choose the ideas and material that nurtured their personal expression (p. 22).

Lund cites several authors who support the use of the sketchbook and encourage self-guided drawing activity, namely Dyson (1989); Thompson & Bales (1991); and Szekely (1988). Thompson (1995) continues to explore its merits by arguing that,

Sketchbooks provide a bounded area available for exploration of images and ideas, a format for the pursuit of personal
projects and an occasion for sharing theories about the world and its representation through symbols (p. 10).

Whether under the guise of the artist's book, ideakeepers, or the mark-making book, implementation of sketchbook use at the early years level primarily depends upon whether the teacher values the concept. Thus far, research indicates that it is a valuable way for a child to make meaning. Teachers need only to devise ways and means to initiate and continue sketchbook use as part of the daily class routine.

Support for sketchbook use is growing throughout all levels of public education. If children developed a familiarity and a positive attitude towards its use at the early childhood level, they will be more willing to accept and meet the secondary school requirements that are leaning towards some means of sketchbook/journaling. A recent University of British Columbia graduate thesis completed by D. Froslev, M.A., (1994) places value on the sketchbook/journal in the context of art education and defends its compulsory use at the high school level. She argues,

...the sketchbook is a versatile and engaging medium for meaningful, contextual learning, and a viable means for evaluating progress and achievement (p. 132).

The current Senior I Art: Interim Guide (Manitoba, 1993) requires the use of the "idea journal" at the high school level, as well. It is defined (p. 21) as enabling students to:

. plan projects
. gather resources and research materials
. do preliminary drawing and experiment with media
. explore and document their personal creative processes
2.8) Mark-Making Book Goals as Compared with Sketchbook Use

The goals of the mark-making book and its use can best be defined by aligning them with Betti & Sale's (1980) general definition of the sketchbook.

The sketchbook takes art out of the studio and brings it into daily life (p. 242).

The concept of the mark-making book specifically supports the notion of parents systematically guiding their child's artistic learning. Although the nursery teacher initiates its use with the children in the classroom environment, she also sends the mark-making book and accompanying activities with each child every Friday to be used at home. Parents are encouraged to supervise and support their child's self-directed drawing activity and/or invite the child to participate in the mark-making book activities.

The first consideration in choosing a sketchbook is that it be portable, a comfortable size to carry" (p. 242).

The 8.5" x 12" design of the mark-making book conveniently allows the child's to carry it in a back-pack.

Any materials are appropriate for a sketchbook (p. 242).

Whether at school or at home, children are invited to work in the mark-making book with a variety of mark-making media: pencil, crayons, coloured markers, charcoal, paints, etc.

A sketchbook is an ideal place to juggle form, ideas, and materials" (p. 242).

Children are free to express their feelings, imaginings, and
perceptions as they explore mark-making, scribbling -- drawing with various media.

. Keeping a sketchbook is an important extension of classroom activity" (p. 242).

Children are also invited to pictorially respond in the mark-making book to the current theme being explored in class.

. You should use your sketchbook daily (p. 244).

One of the main functions of the mark-making book is to link school and home learning, thus supporting daily use. During the week, the nursery children are invited to use the mark-making book in the nursery environment either at free play, or during designated mark-making book time for 10-15 minutes at the end of the day. In the home environment, parents are invited to initiate the use of the mark-making book with their child for 10-15 minutes on weekends.

. The sketchbook could function as both a verbal and visual journal (p. 249).

Aside from facilitating children to freely explore feelings, imaginings, and perceptions through drawing, the mark-making book is also a place for children to shape letters, numbers and write simple words; and it serves as a tangible tool to initiate dialogue with adults and peers.

. While your approach to keep a sketchbook is serious, playful improvisation should not be minimized (p. 250).

Children quickly come to learn to care for their mark-making books under the supervision of an adult. Playful interaction, however,
through the use of verbal and visual dialogue with peers, teachers, or parents is at the centre of mark-making book use. The mark-making book has no connection to the work-book concept where children proceed from page to page colouring within pre-drawn shapes or laboriously practising the writing of letters.

- It is a place to record critical and personal comments on what you have read, seen, and experienced (p. 249).

The mark-making book also serves both as a tool for children to pictorially respond to the components of visual awareness, art appreciation, children's literature, and parent-initiated activities. The intent of these components is to provide new ways for teachers and parents to support a child's artistic learning.

- The sketchbook serves as a repository, a memory bank for information and feelings that might escape if you do not jot them down (p. 249).

The mark-making book functions as reflective tool. Setting aside time for children to look through their mark-making books is just as valuable as encouraging them pictorially respond to the experiences with the classroom or home environments.

- Through these records you can trace your growth as an artist (p. 251).

The use of the mark-making book over an extended period of time encourages a young child to unfold intellectually, emotionally, -- artistically. Although teachers and parents are able to observe a child's progress on a regular basis, its true value lies in the child being able to self-assess his/her work.
2.9) Conceptual Frame Work of the Mark-Making Book

Art provides a unique means of promoting growth in personal and social development. In addition, knowledge of art contributes to an understanding of life and humanity across time and place. Therefore, art is a vehicle through which the aims of general education can be achieved; but at the same time, it is a subject area in its own right, worthy of study for what it can tell children about themselves and their world.

(K-6 Art, 1983, p. 3)

The conceptual framework of the mark-making book provides a system of learning that is comprised of five components: visual awareness, art appreciation, children's literature, parent-initiated activities, and pictorial production. These components are representative of the current early childhood education trends recommending specific ways of mediating a child's artistic learning. When the mark-making book is being used under the umbrella of a given theme, each component is dependent on the other to provide a whole learning experience. Therefore, teachers and parents provide children with connected ways of learning supported through playful adult-child interaction; ones that can be explore with equal satisfaction both in the school and at home.

2.9a) Visual Awareness Component

Seeing comes before words. The child looks and recognizes before it can speak.

(Berger, 1972, p. 7)

Engaging nursery children in learning experiences which emphasize
the development of sensory perception is recognized as an essential component of an early childhood education curriculum, (Loeffler, 1992; Read, et al 1993). In doing so, we better equip children to, "learn about the world around them through the five senses -- seeing, hearing, feeling, tasting, smelling and through the kinaesthetic sense, the sense of muscular movement" (Read, et al, 1993, p. 296). Based on our observations of the nursery children at Wellington School and their ways of drawing and painting, however, we believed that developing visual perception needed to play a more dominant role. We began our learning explorations with indoor and outdoor visual awareness activities; and responded to these experiences by drawing in our mark-making books.

Teachers should keep in touch with their students' interests through children's books, television programs, toys, science fiction magazines, computer games, and so forth.

(Szekely, 1988, p. 9)

Szekely (1988) supports the notion of both children and teachers, "planning for the sharing of experiences and observations" (p. 6). In the context of indoor activities, these ways of learning are an integral part of most nursery programs. "Circle time" or "talk about time" provide opportunities where teachers and children can talk about special happenings that occurred on weekends, or show and talk about cherished items, brought from home. Szekely (1988 & 1996) and McGreevy (1990) specifically focus on the meaningful ways of learning connected
with children's collections; ones that can support the development of visual perception at home as well as at school. Whether collections are comprised of natural or man made items such as sea shells, pebbles, stamps, ticket stubs, micro machines or stuffed animals, children learn, "...skills of selection, classification, labelling, organization and presentation..." (McGreevy, 1990, p. 33), and they are also presented with an opportunity to, "seek out what is aesthetically appealing" (Szekely, 1988, p. 9).

Early childhood educators are revisiting other ways of presenting meaningful learning experiences; ones that support perceptive skill development beyond the confines of nursery play area. Children are invited to participate in outdoor activities that investigate life in a garden, (Cole, 1990; and Furman, 1990), or explore the natural environment as seasons change (Galvin, 1994). The learning experiences derived from these outdoor explorations,

...can help children to reflect on colours, patterns, and textures; focus on tiny flowers; or watch a spider spin a web. These experiences will help children learn to cherish the beauty around them and may motivate creative expression in art, blocks, movement, song, story and poem.

(Feeney & Moravick, 1987, p. 11)

Young children are capable, independently or with the assistance of an adult or capable peer, to fine tune their perceptive skills either at school or at home. Emphasis on vocabulary development, bringing attention to the elements and principles of design within ones constructed or natural environment, exploration with various art
media, and playful interaction with one's teacher, peer, or parent, can equip children to go beyond their immediate level of visual perception to the level Madeja (1997) describes as, "the sophisticated responder" (p. 2). The mark-making book and the visual awareness activities can be the tools -- the catalysts enabling a young child to work toward this way of being.

2.9b) Art Appreciation Component

Parents and teachers can have great fun learning about art with children. There is no better guide than a child, for children look at every picture with fresh eyes and honesty; they look straight into a picture to absorb what is there and they respond instinctively.

(Micklethwait, 1993, p. 4)

The art appreciation component enables children to connect with and respond to the feelings, perceptions and ideas of artists who represent various ways of making meaning. It opens doors into a world of images that can engage children in fascinating imaginings never experienced before; ones they can relate to, or ponder upon. Teaching art appreciation to young children in an early childhood classroom environment has been shown to be developmentally appropriate for over a decade. Many early childhood teachers, however, still hesitate to include learning through art appreciation as an integral part of their program. This could be mainly due to their unfamiliarity with this aspect of art learning. Over the years, art and early childhood educators, teachers and even parents have attempted to address the
attitudes that teachers hold towards the teaching of art appreciation. Simple, yet meaningful, ways to teaching art appreciation in the classroom environment have been explored with young children; ones that can easily be adapted to home learning. Cole & Schaefer (1990); Payne (1993); Wolf (1990); Ende-Saxe (1991); Szekely, (1991); Aylward et al (1993); and Dixon & Tarr (1988) support learning through art appreciation from different points of view. However, whether the conclusions are based on formal research findings, explorations and observations within the classroom, or parenting, all agree that teaching art appreciation has a legitimate place in early childhood education. Chapman (1978) recommends the teaching of art appreciation through adult involvement when children are engaged in looking at works of art.

The manner in which a young child encounters a work of art is just as important as the quality of the work itself; in every, case, adults play a vital role in determining what children notice about a particular work and how children feel about the very process of encountering works of art (p. 154).

Not only does Chapman (1978) encourage acquiring collections of art to be kept in the classroom environment of "looking and seeing" activities, and short visits to art museums, (p. 155) but also, The preschool child should have opportunities to become acquainted with the range of media that artists use. In addition to live demonstrations by artists, touchable examples are appropriate means of building familiarity with media. Small paintings or samples of encaustic, egg tempera, oil, watercolour, and fresco might be designed by parents or staff from local museums or college art departments (p. 159).
2.9c) Children's Literature Component

The enormous talents invested in picture books tend to remain unappreciated, frequently, because of the viewer’s lack of appropriate information. The rich resources provided by publishers are there to be studied, enjoyed in their own right. Such aesthetic insights are also the ones needed to generate the extended pleasures awaiting children--indeed, all of us--in the larger universe of the visual arts.

(Marantz, 1992, p. 12)

Children and parents can experience various ways of learning as they participate in the children's literature component. Aside from reading a story, poem, or rhyme, both the parent and child can spend time looking and talking about their favourite illustrations, (Mitchell, 1995). According to Lechner (1993)

A close examination of the illustrations in picture books can bring to children's attention the wide visual vocabulary and range of expression that artists employ to tell a story, and can increase children's enjoyment and understanding of the challenges of artistic expression (p. 40).

Fine (1996) further elaborates by stating that children, ...

...can think about the use of colour, line, shape, media, and style used by the illustrator (p. 32).

The images evoked through reading children's literature are worthy of capturing on paper. The mark-making book is a means for children to draw their interpretation of a story or a poem. It’s an opportunity for children to graphically change the ending of a story, or draw another episode involving their favourite character. The children's literature component is also a spring board for children to
orally and graphically tell their own stories. Walsh (1993) concurs by stating, "...children are competent storytellers. Story telling is deeply significant activity in the construction of meaning, of culture itself. And art is a powerful form of story telling" (p. 20). Children are naturally inclined to listen to stories being told by others, and they enjoy orally and graphically telling stories of their own. However, due to time constraints placed on teachers, usually only the reading of stories can be facilitated within the classroom environment. Therefore, encouraging and developing ways of storytelling can easily be done in the home. Parent involvement in such activities can lead children to develop self-confidence in using both verbal and graphic dialogue, thus learning to value these ways of constructing meaning.

2.9d) Parent-Initiated Component

The parent is curriculum creator and educator. Parents are responsible for the development of their children. The parent must be seen as the responsible person by program personnel.

(Honig, 1979, p. 79)

Parents need to know that their ways of knowing are recognized and valued by the school. They should be encouraged, therefore, to share their attitudes, habits, cultural traditions -- ways of living in the context of the mark-making book. The intent of the parent-initiated component is to serve this purpose. The three preceding
components: visual awareness, art appreciation, and children's literature served as examples of the types of experiences that could be used to facilitate learning through the mark-making book. The parent-initiated component is open-ended in terms of the learning experiences that parents might want to share with their child. Parents, however, are presented with a problem-solving situation where they are encouraged to reflect on their early childhood learning experiences; and to evaluate what they currently deem developmentally appropriate to teach their child (Newman, 1996, p. 238). Parents are not restricted to the ongoing monthly theme in terms of the activity they choose. The only stipulation is that they use the mark-making book as a means of responding to a parent or child planned learning experience. If parents are at a loss for ideas, possible suggestions are included in the accompanying mark-making book activity sheets. Television, picture books, family outings, cultural traditions, playful interaction with immediate and extended family members can serve as motivating factors and sources of ideas; ones that can be used as a basis for drawing in the mark-making book. These are aligned with the suggested ways as cited by Newman (1995), as she elaborates on the valuable learning experiences associated with activities such as collecting treasured items such as rock, seashells, cards and stamps. The first two can be investigated in terms of shape, colour, and texture (p. 170) then interpretations drawn in the mark-making book. The latter two can easily be glued into the mark-making book for

Subjects that children may have difficulty mastering in an abstract classroom setting will come alive on a well-planned trip. Map reading, spelling, vocabulary, distance and time calculation, money allocation, meteorology and cultural awareness can all be enhanced as your family travels together (p. 296).

Even the simple acts of a parent taking their child for a walk around the block to observe the autumn leaves or to experience the freshly fallen snow present valuable ways of learning (Newman, 1996).

Many things that are taken for granted, such as the colours of a leaf or the unusual shapes of flowers, can be brought to a child's attention through games of "detective" or "I spy" (p. 167).

Addressing the issue of celebrating cultural traditions through the use of the mark-making book opens the door for parents to specifically address their family's cultural diversity. Chalmers (1992) argues that many ways of teaching art in the school environment focus on the studio side of artistic learning.

Have we too often thought of a multicultural art program as being one where students make Ukrainian Easter eggs one week, do some Japanese paper folding another, and then, perhaps, make a totem pole to complete the "unit"? In other words have we thought of multicultural art education as a few activities, a unit or two, resulting in take-home products, but not as an "attitude" (p. 20)?
The home environment, therefore, is a place where parents can be encouraged to share with their children the rich traditions of their cultural roots; ones that may have been temporarily or permanently set aside in order to conform to the greater cultural milieu. Family values towards ways of celebrating and how leisure time is spent ultimately shape a child's a sense of being. The use of the mark-making book allows for expressing ways of knowing and learning about one's culture through drawing, or even attaching flat items such as photographs, festive cards -- treasured tokens celebrating cultural ways. In the context of the Ukrainian Easter Egg (Pysanka), applying the batik method to the decoration of eggs is only one aspect of the learning experience.

Pysanka painting is a widely practised form of painting is a widely practised form of decorative art in Ukraine. The practice originated in the prehistoric *Trypilian culture. Ukrainian *pysanky have a symbolic significance. They symbolize spring, renewed life, and resurrection and have thus become associated with the celebration of *Easter. Today *pysanky are also appreciated as works of art.

(Kubijovyc, 1984, p.781)

Parents of Ukrainian decent might want to use the mark-making book to explore drawing the various pysanka symbols with their child, or have the child design his/her own.

2.9e) Pictorial Production Component

Children learn speech patterns through imitating their parents, siblings, and peers, even in an atmosphere of
benign neglect. On the other hand, the development of drawing requires paper and drawing tools, assigned space, scheduled time and, above all, the active interest and encouragement of caring adults.

(Bob Steele, undated, p. 2)

The intent of the pictorial production component is not necessarily to provide a child with a means to produce, "pleasing visual images" (Hipple, 1985, p.255 as cited in Dyson, 1988, p. 26), or to support, "drawing as a preliminary stage in the development of written language" (Vygotsky, 1978, p. 113). In the context of the mark-making book, drawing occupies a central position since it is a child's inherent way of making meaning, and is a tangible means for a child to see and reflect upon what s/he believes to be important. It is through making-making, scribbling, squiggling, drawing that a child can, "make emotional and conceptual "sense" out of perceived phenomena." (Baker, 1990, p. 21). Therefore, The mark-making book concept recognizes drawing as a way of thinking (Simmons III, 1995); as a language in its own right (Steele, undated) -- a visual language; one that is comprised of an "alphabet" of its own in terms of the elements and principles of design; one that is a more immediate and effective communicator than print; one that dominates our every waking hour in subtle and explicit ways ranging from the design of products we use to the television programming we watch.

Drawing has long since been recognized as a universal language amongst children. It is identified with, "highly conceptual symbol
systems that we call pictures, alphabets, and numbers" (Baker, 1990, p. 21). However, societal pressures constantly force teachers to still place more emphasis on reading, writing and the use of numbers as a way of "learning". Davis (1993) supports this argument by further stating that,

...drawing is most often taught as a means rather than as an end. Whether it is used to introduce children to a pictorial code en route to the more "important" code of words or as a sugar pill to make more "serious" academic subjects more palatable, graphic symbolization is infrequently prioritized in its own right (p. 91).

If drawing is not encouraged on an ongoing basis in the home environment, it eventually gives way to the dynamics of the family's lifestyle that might appear more appealing. Activities such as sports, watching television or being mesmerized by computer games play a more dominant role as to how leisure time is spent. As a result, children at some point come to question the value of their natural way of making meaning and begin treating it as an aside. This perceptive is supported by Steele who argues that, "drawing-as-language requires careful nurturing and does not survive in a atmosphere of neglect" (Steele, undated, p. 2).

A way of teaching drawing-as-language in both the school and home environments is through an activity: "I draw--you draw", a means of "graphic dialogue" which supports a child's drawing and narrating abilities, (Wilson & Wilson, 1981). They argue that, "the child can more easily pass through the early stages of graphic development to a
greater fluency in the language of art" (p. 50) if involved in this form of playful interaction with a significant adult or peer. This way of learning is easily adapted to mark-making book use, and presents teachers and parents with a meaningful way of becoming involved in a child's artistic learning.
"Phenomenology provides an understanding of a concept from the participants' views of their social realities" (Schumacher and McMillan, 1993, p. 376). The mark-making book as a phenomenon was investigated from two points of view: the teacher as investigator; and the parent participant as "...eyewitness to the things he or she describes" (Michrina and Richards, 1996, p. 146). Parent curiosity towards the mark-making book prompted attempts to document in a more systematic fashion the nature of the book and its usage. A modified case study approach was selected as the method of inquiry. Attempts will be made to construct cases around the individual impressions of a group of eight parents and their children who used the mark-making book. This exploratory, descriptive research will deal with parental involvement in the use of the mark-making book. This chapter will focus on the following issues:

- it will describe the role of the teacher investigator as "instrument";
- it will describe the methods used to collect and analyze the data specific to the mark-making book study including setting and time frame, selection of parent participants, school and home use of mark-making book, preparing parents for mark-making book use, family portraits, profiles of nursery children, structured interviews, interview strategies, pilot interview, method of analysis, field notes, and reflective and photo journaling.

3.1) Teacher Investigator as "Instrument"

Using the case study method enabled the teacher investigator to
justify the future of the mark-making book as a viable means of supporting a child's artistic learning both in the school and home environment. McCracken (1988) cites Miles (1979) as he elaborates on the role of the investigator as instrument. This metaphor is applicable to the nature of the "mark-making book" study since "...it emphasizes that the investigator cannot fulfil qualitative research objectives without using a broad range of his or her own experience, imagination, and intellect in ways that are various and unpredictable" (Miles, 1979, p. 597, as cited in McCracken, 1988, p. 18). From the perspective of teacher as investigator, critical reflection on my early childhood learning experiences, professional training, teaching experiences, and the privilege of being a parent all contributed to the shaping of the mark-making book concept. "The self-as-instrument process works most easily when it is used simply to search out a match in one's experiences for ideas and actions that the respondent has described in the interview" (McCracken, 1988, p. 19). Deciding to invite parents as participants in the exploration of the mark-making book phenomenon was based on my need to validate the concept from their point of view. It would also appease my curiosity as to how they would respond to a learning experience that I valued, not only as a teacher, but as a parent of two young sons. Sharing ways of knowing can only enhance the rewards and ease the frustrations of raising young children. My own observations of how children in my care and their parents shared their ways of knowing with myself as "teacher"
only confirmed that this was the right direction to take.

3.1a) Reflective Journaling

Reflective journal entries should include such things as thoughts, feelings, presuppositions, and personal history...for it is through reflection that the investigator discovers personal biases, projections, and transference, and becomes aware of "challenges".

(Michrina & Richards, 1996, p. 65)

The process of reflecting on my personal history as a learner, teacher, and parent played a vital role in why and how the concept of the mark-making book evolved. It also prepared me to stand firm as a teacher and parent if challenged on whether its use in a nursery environment was a worthy endeavour. Was the mark-making book concept indeed developmentally appropriate practice; or was it just a means promoting my personal bias of overvaluing art education? These were questions I was prepared to answer and defend.

3.2) Method of Study

Case studies are appropriate for exploratory and discovery-oriented research. Exploratory studies, which examine a topic in which there has been little previous research, are designed to lead to further inquiry.

(Schumacher & McMillan, 1993, p. 377)

This exploratory descriptive research dealt with child and parent involvement in the use of the mark-making book. It involved a cross-case study methodology of eight selected parents whose 4 year old
children attended an inner-city school in Winnipeg, Manitoba.

3.2a) Setting and Time Frame

Wellington School, an N-6 elementary school setting with an approximate enrolment of over 300 students, serves an ethnically, culturally, and socioeconomically diverse community situated in Winnipeg's inner-core. The area was originally settled by Swedish immigrants. With each influx of new immigration, however, the community began to change, becoming more multiculturally distinct in character. Families of German, Polish, Portuguese, and Ukrainian descent eventually came to live in the area. As each group became upwardly mobile, however, families chose to move and to live in more affluent areas of Winnipeg. During the time of this research study, which was conduction between August 1995 to March 1996, Asian, Aboriginal, and Portuguese families were the dominant groups.

At the start of each academic year, involving parents in the life of Wellington School is a first priority. The administration and teachers acknowledge the value of parental involvement, and its impact on the climate of the school and the academic performance of the children as a whole. As a parent-friendly school, many of the extra curricular activities and fund raising events are organized with the help of parents and school staff. It was not uncommon to have annual potluck dinners with a multicultural flavour where families and school staff are invited to share. The parent council is very active in
organizing the annual white elephant sale, managing the parenting room, reading stories to groups of children, and providing the standard volunteer support by assisting teachers with cutting and preparing materials for classrooms.

At the time of this research study, one morning nursery class and one afternoon nursery class were in place with a maximum enrolment of 26 children in each. One teacher and a teacher's aide cared for both classes.

3.2b) Classroom Use of the Mark-Making Book

Both nursery classes were invited to participate in the mark-making book experience on a daily basis during the 1995-96 school year. The mark-making book was used in the classroom setting in the following ways:

- At the end of each morning and afternoon class the children were given the opportunity to participate in their mark-making book for approximately 15 minutes. During that time the children chose: to reflect on the book's contents, to use it as a means of initiating dialogue between classmates and teachers, and/or to draw a picture.

- At least once a week, children were invited to draw in their mark-making books in response to a topic or an idea within a theme that was talked about and explored during a whole group gathering.

- Every Monday, during talk-about-time, children were given the opportunity to talk about the recent entries they made in their mark-making books during the past weekend.
3.2c) Home Use of the Mark-Making Book

Aside from supporting a child's artistic learning, another reason for using the mark-making book in the home environment was to encourage parents to spend quality time with their child. Parents and child were both encouraged to use the mark-making book for at least 15-20 minutes on weekends when leisure time was more readily available. The mark-making book and art-related activities were sent home with each child every Friday, and returned the following Monday. Parents were advised to use the mark-making book in the following two ways:

- They could choose to involve their child in artistic learning by using the accompanying mark-making book activities sent home by the teacher.
- The parents could use activities of their own design or those of their children.

In each case parents were reminded to supervise their child when using the mark-making book.

3.2d) Preparing Parents for Mark-Making Book Use

All parents were prepared to use the mark-making book with their children in the following four ways:

- Prior to the start of the school year, during parent-teacher interviews, all parents were briefed on the goals and the use of the mark-making book in the school and home environment. In addition, they given simple written information in the form of a letter summarizing the mark-making book concept.
Due to the open door policy of the Wellington school nursery program, all parents were invited to observe and participate in the daily activities. This opportunity allowed them to observe subtle and sensitive ways of teaching as the teacher engaged in playful interaction with the children. Whether attending to the children on a group or individual basis, the teacher presented ways of learning that were simple yet subtle and sensitive to the needs of children. Accepting the value of this experiences, parents would in turn adopt these same strategies at home with their child.

The teacher would always be in attendance each Monday morning and afternoon to accept the mark-making books as each child enter the nursery class. This was an opportunity to quickly look at mark-making book entries, praise children and parents for their efforts; encourage its use if parents were lax over the weekend; or answer any questions parents might have.

Festive activities such as Christmas, or Valentine's Day parties whether planned during school or after school hours served two purposes: they allowed nursery parents and their children to participate in the festivities; however, they also provided the teacher with less formal opportunities to engage parents in casual conversation dealing with any concerns they might have pertaining to mark-making book use. The mark-making books would be displayed for parents and children to share their accomplishments with others in attendance.

3.3) Selection of Parent Participants

A good informant should exhibit qualities of good memory, enjoyment of the process of talking about the past, self-confidence in his or her narration, and detailed knowledge about events.

(Michrina & Richards, 1996, p. 146)

Eight parents from a group of 52 participated in the mark-making book research study. The process of selection took place during initial parent-teacher interviews during late August, 1995. Each
parent who had enrolled a child in either the morning or the after
school nursery program was interviewed according to a list of parent
names and assigned interview times compiled by the Wellington School
office staff. As each interview progressed, it was noted whether a
parent met the above criteria as defined by Michrina and Richards
(1996), displayed an ability to clearly articulate their impressions
of the mark-making book in the English language, and was willing to
conscientiously use the mark-making book throughout an extended period
of time. The first ten parents who met these criteria were invited to
participated in the study. Each was informed that they would be asked
to share their thoughts and reactions to the mark-making book
experience via audio taped recordings during two structured interviews
scheduled to take place in November of 1995 and March of 1996. By the
middle of October, three parents for various reasons did not continue
with the study. One parent, however, who had enrolled her child at a
later date, expressed interest in the study and was invited to join
the remaining seven parents raising the number of participants to a
total of eight.

3.3a) Family Portraits

The data for each family portrait was gathered during nursery
school interviews that are normally held at the beginning of each
school year. Additional data was gathered throughout the year while
engaging in casual conversations with parents and family before and
after school, and during home visitations during August 1996. Once each family portrait was written, changes were made accordingly.

3.3b) Profile of Nursery Child

A profile of each nursery child follows the family portrait. Information pertaining to each child was gathered during parent-teacher interviews conducted at the start of the academic year. The intent was to bring focus to the child in terms of its activities within the home and school environments.

3.3c) Field Notes

The intent of field notes as defined by Michrina and Richards (1996) is to record the context of interactions and interviews as well as to provide descriptions of behaviours and dialogues (p. 61). Field notes were recorded via laptop computer after each interview. For example, once the general parent-teacher interview was conducted in late August, field notes were used to record general observations specifically of those parents who agreed to participate in the research project and of those who declined to participate. Although it was made clear to each parent that they were under no obligation to participate in the research project, the noting of behaviours such as body language and the tone of voice helped me judge whether the volunteering parents felt pressured to appease me (their child's teacher). As a result of these negotiations, some parents were asked
once again, but a week later, whether they were still willing participants. In one case, a parent declined a month after consenting to participate in the research. The two structured interviews that followed were documented in the same manner. Once again, notations were made regarding the participants' behaviours and dialogues during each interview.

3.3d) Photo Journaling

Photographs provide strikingly descriptive data, are often used to understand the subject, and its products are frequently analyzed inductively.

(Knopp & Bogdan 1982, p. 102)

Photo journaling enabled myself as researcher to capture special moments throughout the mark-making book experience. Whether photographing children using the mark-making book in the nursery environment, out in the Childrens' Garden, or on a field trip, the images helped the children, their parents, and myself to reflect and learn. The facial expressions of children as they shared their ideas, looked at one another's work, the evidence of learning from another child's way of knowing, children intensely concentrating on the task at hand, sharing a giggle or two, or proudly showing a mark-making book entry as I passed with the camera in hand are reminders that the mark-making book experience is worthwhile.
3.4) **Interviews**

A structured interview format was used to study the mark-making phenomenon. The interview categories and questions were prepared prior to interview schedule. Merriam (1991, p. 78) cites Denzen (1970), justifying the appropriateness of this approach.

It is a means of translating the research objectives into specific and perhaps even measurable language, and it is a way of motivating respondents to share their knowledge of the phenomenon being studied.

(Denzen, 1970)

3.4a) **Interview Questions**

Merriam (1991) cites six question types as identified by Patton (1980, p. 207) that can be used to obtain different types of information from respondents. They are as follows: experience/behaviour questions, opinion/value questions, feeling questions, knowledge questions, sensory questions, background/demographic questions (p. 78).

The interview protocol, used during both interviews, took into consideration the first five question types. The background or demographic questions were asked of all 52 parents during the initial parent-teacher interview conducted in the early autumn.

3.4b) **Interviewing Strategies**

The nature of your interviewing will depend on the nature of the
group you are studying (Michrina and Richards, 1996, p. 146). Of the ten chosen parent participants, ultimately eight agreed to participate in the mark-making book research project. They were representative of the multicultural and socio-economic character of the surrounding community. The interviewing strategies were adjusted to address the state of mind of each of the participating parents. Although each of the eight parents consented to audio-tape interviews, most parents were in a state of unease during the initial part of the first set of interviews. This situation was anticipated, therefore light humour was used before and during each interview as a strategy to ease possible tensions. As a result, parents became relaxed and began to enjoy the experience. In one case, however, a parent became so nervous that she requested to temporarily cancel the interview until a later time when she felt more composed. She returned within the week in a better state of mind. Another parent persisted with the interview, but had difficulty answering questions due to her nervousness. Her answers, therefore, were brief and in some cases my questions remained unanswered. The second set of interviews flowed more smoothly. Light humour was still used before and during the second set of interviews, and the attitude of all parents was more relaxed than during the first set.

Another strategy used to aid parents with their answers was the use of "auto-driving" (McCracken, 1988). Auto-driving is a useful prompting strategy because it helps to both foreground and objectify
aspects of the respondents' experience that are otherwise difficult to bring into the interview (p. 37). The mark-making book was made available in anticipation of parents experiencing difficulty recalling specific experiences. In several cases, during each of the structured interviews, parents did use the mark-making book as "auto-driving" to refresh their memory.

3.4c) Pilot Interview

An additional parent was invited to participate in a pilot interview to determine the effectiveness of the interview protocol. The interview was conducted between myself and the parent after school hours, in the nursery class, a week prior to the first set of interviews which were scheduled to be conducted during the latter part of November 1995. It was concluded, from the standpoint of the parent participant, that the questions could be answered with ease, and the one hour length of the interview was not an issue.

3.4d) Method of Analysis

Analysis of the interview transcripts involved using the constant coding method as defined by Glaser & Strauss (1967) " -- qualitative comparing and contrasting each topic and category to determine the distinctive characteristics of each" (cited in Schumacher and McMillan, 1993, p. 487). Each set of transcripts, eight in total, was first read and reread, then coded to identify shifts in parents'
responses towards the mark-making book experience. Cross-case analysis was used to identify emerging patterns and central themes.
CHAPTER 4: CASE STUDIES

This chapter presents eight case studies, each comprised of four parts: (1) a family portrait describing the character of the family within the context of their specific cultural, economic, and linguistic association; (2) a detailed description of the participating child's activities within both home and school environments; (3) the first interview conducted with the consenting parent. It was reformatted to show specific categories within which initial shifts in attitude towards the mark-making book and its use may have occurred. The categories are as follows:

1. Mark-Making Book - Purpose and General Value:
   a. Attitude Towards the Mark-Making Book;
   b. How the Mark-Making Book was Used?
   c. Affective Response to the Mark-Making Book;
   d. Perceived Learning Through the Mark-Making Book;

2. Components of the Mark-Making Book Learning Process:
   a. Parent-Initiated Component: nature of the activity, value of the activity, learning through the activity;
   b. Art Appreciation Component: nature of the activity, value of the activity, learning through the activity;
   c. Parents' Choice of Component: nature of the activity, value of the activity, learning through the activity;

3. The Mark-Making Book as a Link Between School and Home Learning;

4. Other;

and (4) the second interview, conducted with the same parent, structured to follow the same order as detailed in interview one with the exception of the following categories:
A. Response to the mark-making book's use over an extended period of time. (This category replaced, "Attitude Towards the Mark-Making Book".)

4. Most Valuable Characteristic of the Mark-Making Book

5. Continued Use of the Mark-Making Book

The intent of including both interviews one and two within the case design is to assist the reader in noting the following: concluding shifts in attitude towards the mark-making book and its use; and knowledge gains that may have occurred as a result of using the mark-making book over an extended period of time.

4.1 Case Study # 1: The Chandar family

4.1a) Family Portrait

Mr. and Mrs. Chandar are of East Indian decent, originally from Guyana. Mrs. Chandar immigrated to Canada in 1980 with her parents and four brothers through the sponsorship of her older sister. Several years later, in 1990, Mr. Chandar immigrated to Canada through the sponsorship of his wife. Mrs. Chandar completed grade ten in addition to secretarial training in Guyana before settling in Winnipeg. Over the years, she has worked in the garment trade and at an egg processing plant. Upon the birth of her only son, Anthony, Mrs. Chandar chose to stay home until he was of school age. Currently, she is working as a clerk with an insurance company. Mr. Chandar completed Grade 12 in Guyana, and is presently working in the shipping and
receiving department of a grain company. The Chandar family share a home with Mr. Chandar's mother several blocks from Wellington School. They chose to live in this community since extended family and close friends live in the same vicinity.

4.1b) Anthony Chandar - nursery child - age four

Anthony stayed at home with his mother before he began attending Wellington School's nursery program. His daily activities usually included: watching children's programming on television, looking at books and listening to his mother read during story-time, using colouring books, playing with toys, and going on outings with his mother. Anthony particularly enjoyed story-time with his mother. Mrs. Chandar made it a point to read to Anthony on a daily basis. Reading books is a valued pastime in the Chandar household. Anthony showed no interest in drawing even though Mrs. Chandar encouraged the activity from time to time. He preferred playing with his trucks and trains.

Anthony adjusted to the Wellington School nursery setting with ease. Each day he would be accompanied by Mrs. Chandar's father to and from school. He was a delightful little boy who always maintained a cheerful disposition. As with most boys his age, he enjoyed dramatic play, sand and water table activities, playing with blocks, and transportation toys. At first, Anthony chose not to draw or paint during free play. However, as he used the mark-making book on a regular basis in the school and home environments, he came to value
drawing as a way of making meaning.

4.1c) Interview # 1 - Mrs. Chandar

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1. Mrs. Chandar's initial attitude the mark-making book was very favourable. She stated, "I think it was a very good idea because when I was a little girl I didn't have a chance to do that" (p. 1).

2. Mrs. Chandar believed the most valuable characteristic of the mark-making book was its role in supporting quality time spent with one's child and parent-child communication. She stated, "I'd get to spend more time with my kid --explore things, and see what he'd learned or what he would accomplish from it" (p. 1).

B. How the Mark-Making Book was Used?

Anthony is an early riser. Mrs. Chandar stated that usually he would awaken Sunday morning at six-thirty. Both she and Anthony would use the mark-making book at the dining room table for about 20 - 30 minutes either at that time, or with the rest of the family after breakfast. She stated, "One time I had everybody involved: my mother-in-law, my nephew, my husband, and him" (p. 1).
C. Affective Response to the Mark-Making Book

1. Mrs. Chandar enjoyed using the mark-making book with Anthony because it enabled her to share special moments with her son. She stated, "One day he made a picture of himself, and he wants to draw his grandma. So he sat his grandma beside him and says, "Grandma I'll draw a picture of you. He looks at her and says, "Grandma, you have grey hair and black hair. So he did. He put grey hair and black hair, and that's Grandma" (p. 1).

2. Mrs. Chandar observed Anthony enjoyed using the accompanying activities and the mark-making book by his enthusiastic response. She stated, "He was always excited and willing to do these activities. Every time he brought the book home he said, "Mom, I have homework this weekend." And, always would get up Sunday morning because I work Saturday nights and Friday nights. So he would get up Sunday morning, and first thing he says is, "Mom, I have to get my homework done." So he's really looking forward to getting it done" (p. 2).

3. Mrs. Chandar believed that it was a valuable experience for her and Anthony. She observed he had become more confident in expressing his thoughts. She stated, "Yes, I think so because he could tell me if I say one colour, he'd say, "No, Mom this is not so. It's, "this", colour. Like you have to use different colours or you'd have to use some sparkles, or he'd tell me that it's not right or his is right. He'd look at the picture and give his idea about something he thought" (p. 3). Mrs. Chandar continued to say, "More, he'd even tell
my husband, "Dad, you can't put it that way. You have to put it this way or you have to use this colour" (p. 3).

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Chandar believed that there were quite a few things she learned by using the mark-making book and the accompanying activities. She stated, "Well, there are quite a few things that I never even thought of asking my kid. Like asking those questions, because like I figured that he might learn eventually by himself. But, reading those letters or activity sheets -- there were quite a few questions that were, I think, very important asking your kid like: colours, shapes, lines. I never even thought of asking him or counting those lines and activities" (p. 3).

2. Aside from learning about the elements of design through the mark-making book activities, Mrs. Chandar observed that Anthony learned, "... a little bit of maths. I think he learned a little bit of science" (p. 3).

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

The parent-initiated activities Mrs. Chandar chose to do would begin with a visual awareness activity and conclude with the use the mark-making book. Mrs. Chandar stated, "We had a fall activity where
we went outside. We sort leaves. We come inside and iron them on wax paper, chip crayons, shave crayons and iron them on the wax paper, make different shapes -- talk about the leaves, the edges and colours." Anthony glued his experiment into the mark-making book once it was completed.

2. Value of the Activity

Mrs. Chandar observed that Anthony enjoyed this activity as much as she did. She stated, "... because he thought making the mess was fun -- putting it all over the table, and he doesn't have to clean it" (p. 2).

3. Learning Through the Activity

Mrs. Chandar believed that both she and Anthony learned something new while doing this parent-initiated activity. She stated, "I learned, we both learned about that wax could melt. I never even thought it could melt. I thought that it would just stick on" (p. 3).

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, Anthony would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. He and Mrs. Chandar would both look at the art visual and use the questions as a guide to talk about the art work and the
artist. The activity concluded with Anthony being invited to draw a picture in response to the theme.

2. Value of the Activity

a. Mrs. Chandar believed that it was valuable to teach art appreciation to young children. She stated, "Yes, I do. Because it's more of a history -- background, which I didn't even learn when I was a little kid. And I think it will help him starting from such a young age knowing these little things. Because he's telling me stories about them after" (p. 4).

b. The most enjoyable aspect of this activity was when Mrs. Chandar observed how Anthony would get the rest of the family involved." She stated, "Well, I try to do things with Anthony sometime, but it doesn't work that way. You know he says, "I don't want to do that, Mom, I want to watch T.V." But having this book at home, he gets everyone involved, sitting down or asking them questions. You know, "Dad can you show me how to do this.", and I think it's really, really nice having this book at home and getting everyone involved in it" (p. 4).

c. Mrs. Chandar did not find this activity challenging in terms of being difficult to do. Instead, she stated, "Well, we always take paper and draw on the side, and then everyone just compare their drawings see which one is the best. My husband and I -- we always fight, mine is better and he knows whose is the best drawing" (p. 4).
This interaction amongst family members occurred after they all talked about the art appreciation visual. Mrs. Chandar stated, "Right, to see who is the better artist -- my husband always wins -- I'm a lousy drawer" (p. 5).

3. Learning Through the Activity
   a. She believed that using the mark-making book with the attached coloured art visuals was a good way to teach Anthony about art appreciation because as she stated, "... there were quite a few weekends I had my relatives over, and he would show them what he did and what he glued in it, and he talked about what he learned. Just looking at the pictures in his mark-making book and talking about what he learned about the pictures in his mark-making book. Taking him to a library or an art gallery -- I think he'll just see that, but I don't think he would remember what he saw for such a long time" (p. 4).

   b. Mrs. Chandar considered the accompanying art appreciation questions adequate in terms of what Anthony needed to be asked. She stated, "It was pretty well written out on the hand-outs, and most of my questions were in there" (p. 4).

   c. Mrs. Chandar admitted that she personally learned more about art and artists by using the art appreciation activities with Anthony. As she referred in Anthony's mark-making book to the Pablo Picasso's painting, entitled, "Mother and Child", she stated, "I never knew that Picasso drew something like that. Because I always think he's an
d. Mrs. Chandar believed that Anthony learned from the art appreciation activities in two ways:

First, he was able to emotionally respond to the image. She stated, "He was telling me about mother Picasso -- how he, "loves", the baby. He was asking me questions like, "Mummy do you love me the way she loved the baby that was in her arms?" And asked me questions about what he was doing when he was a little baby, or how did we carry him if we took him like that, or if we had him sitting like that like a mother" (p. 2).

Second, Mrs. Chandar observed that Anthony attempts to draw a picture in response to the art visual. She stated, "By looking at the picture, he tries to do the same as the picture looks, so I think he's doing a little bit better drawing. Just thinking off his head to draw something, think he's having a hard time doing that. Looking at the picture -- it's a little easier on him" (p. 5).

C. Parent's Choice of Component

1. Nature of the Activity

Mrs. Chandar chose to talk about visual awareness activities. They could, for example, involve exploring some aspect of the natural environment; or investigating an object or artifact by looking and
talking about it in terms of its origin, and particular characteristics.

2. Value of the Activity

Mrs. Chandar and Anthony both enjoyed participating in the visual awareness activities. Anthony enjoyed going outdoors, investigating the natural environment, and collecting items of interest; for example, pebbles, autumn leaves, etc. Mrs. Chandar observed how intensely motivated Anthony became when he involved himself in these activities. The most enjoyable moments that occurred during these activities were when Mrs. Chandar engaged the both immediate and extended family members. She stated, "I think it's getting everyone involved in my family because everyone's curious as to what's going to happen next" (p. 5).

3. Learning Through the Activities

Mrs Chandar believed that these activities had a positive impact on Anthony's learning. She stated, "Like, I never thought of taking him outside and looking at leaves and things like that. I really -- I accomplished a lot from doing that. Like, you can teach your child by taking him outside and looking at the leaves or talking about the snow or snowflakes or things like that, which I enjoy doing with him, also" (p. 2). Anthony would also make-up stories based on his experiences, then he would draw a pictorial response in his mark-making book. She
stated, "Because he visualized things, he looked at things then he
would make his stories then he would want to draw something the same
way of doing it or going outside and looking at something. I think
he's exploring more" (p. 5).

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Chandar supported the notion that the mark-making book was
an effective tool linking school and home learning. She stated, "I
think the mark-making book is really good because I look at -- Anthony
will come home and tell me what happened at school. But, I really
wouldn't know what it is all about until I look at the book and see
what he did or learn about. I think its a really good idea having the
mark-making book" (p. 6).

4. Other

Mrs. Chandar added, "I think the mark-making book should be
involved in every school because I think parents can always spend half
an hour extra listening to their child, what they learned at school
and help them. Maybe they will even learn some more" (p. 6).
4.1d) Interview # 2 - Mrs. Chandar

1. Mark-Making Book - Purpose and General Value

A. Response to the mark-making book's use over an extended period of time

Mrs. Chandar maintained that the mark-making book was a, "good idea". She did, however, stated, "I didn't know what it was going to end up to be. But now, I see that my son has made great improvements." She also stated, "At the first time, he wasn't really interested. He though it was just something that he had to get done. But, now he finds it really, really interesting" (p. 1). Mrs. Chandar also observed that once Anthony finished using the mark-making book, he'd take scrap paper and continue drawing, attempting to shape letters, numbers or write his name. Mrs. Chandar believed that the use of the mark-making book motivated Anthony to initiate his own mark-making activities. She concluded by saying, "So once he gets on a roll with the book, he's on the ball" (p. 2).

Since September, Mrs. Chandar observed many changes in Anthony's not only in his attitude towards the mark-making book, but also in his learning development. She stated that Anthony is, "... visualizing things, shapes, animals, what lives in what, and I think he's getting better in his artist work, too" (p. 1). In addition, she stated that Anthony enjoys finding out every weekend if he has homework. Mrs. Chandar concluded by saying, "Even when he takes his book home he
Parent's initial feelings towards the concept of the mark-making book were confirmed as it was used over an extended period of time. The child grew to enjoy using the mark-making book.

Int. #1 Using the mark-making book enabled the parent to experience a way of learning with her child that was denied to her when she was young.

Int. #2 It supported her child's affective and cognitive development; her child's imagination and creative expression.

B. How the Mark-Making Book was used?

Mrs. Chandar continued to use the mark-making book with Anthony every Sunday morning. Usually they would work at the dining room table after breakfast for 20 to 30 minutes. Mrs. Chandar stated, "At times he'd even ask my opinion. He'll ask my nephew. Also, he looks and likes to take his own pictures and draw. See if he can draw it. If he can't then he'll get help. Also, he likes to take his book home also to my cousin's place and everyone tells him how proud they are because they knew he wasn't a very good artist at starting. He never wanted to practice drawing -- anything. So, he's really into his book now" (p. 1).
Shift:

Int. # 2 The mark-making book began travelling to the cousin's home.

C. Affective Response to the Mark-Making Book

1. Mrs. Chandar enjoyed using the mark-making book with Anthony because the experience enabled her to share special moments with her son. In this example, Mrs. Chandar is referring to the art visual by Vincent Van Gogh, entitled, "Starry Night". She stated, "Yes, I do like it very much because there's some pictures that I wouldn't even look into little detail things. And he says, "Look at the sun colour." or "Look at the moon." or "When at night it would be dark." or he would say little things like that. You wouldn't even think that he would know or notice. Like looking in pictures. So he really observed little things" (p. 2).

Shift:

Int. #1 The use of the mark-making book enabled the parent to spend quality time her child; it supported her child's meaning making through drawing; the parent observed her child independently initiate an activity through the use of the mark-making book.

Int. #2 The parent enjoyed spending "quality time" with her child; the use of the mark-making book supported parent-child communication.

2. Mrs. Chandar believed Anthony enjoyed the mark-making book by
how he independently attempted to involve the rest of the family. She stated, "After doing it, he phones his cousin after school and says, "I had to do this at school and I had to draw this. He talks! He even took it to her house and showed her the sea shell. And talk about the sea shell, and what animal live in there. He was pretty excited about that sea shell" (p. 2). The following comments refer to the visual awareness activity that was used for the, "Sea Creatures", theme.

Shift:

Int. #1 The parent observed her child's enthusiastic response to the use of the mark-making book.

Int. #2 The parent observed her child use the mark-making book as a communication tool.

3. Mrs. Chandar felt that using the mark-making book was a valuable experience for both her and Anthony. She stated, "I think so because there are times where Anthony wasn't too keen on what he was doing, but having the book, working with him through the year -- I wouldn't have done so much drawing or spend so much time with him, talking about things and see what he learned. At first, he was very lousy about that. I tried to teach him from a young age to draw, but he never paid attention. Looking at his book now, he's really, really doing better (p. 2).
The parent observed the use of the mark-making book developed child's self-esteem.

The parent enjoyed spending, "quality time", with her child; the use of the mark-making book supported parent-child communication.

**D. Perceived Learning Through the Mark-Making Book**

1. Mrs. Chandar felt that there were quite a few things she learned by using the mark-making book and the accompanying activities. She observed that every activity offered a new learning experience for both the parent and the child. Mrs. Chandar referred to the children's literature component when she stated, "I read a lot to him, but I never thought that having him picking out his favourite picture and talk about it, or what he observed in a picture or in an art work in a book --'cause I read, but I never asked him any questions like that so I think the mark-making book and the activities he took home was really -- I learned that he learned more by talking about pictures and stuff too (p. 2).

2. Mrs. Chandar observed that Anthony was presented with multiple
ways of learning through the use of the mark-making book and the accompanying activities. She specifically referred to the visual awareness activity that was used for the, "Holiday Mail", theme. She stated, "Well, the activity where we had to collect stamps -- he learned how to match the stamps. He was even asking questions why there were numbers on them. He'd count them. He even wanted to know why there were different designs on them. Why it's -- they have Santa -- they have a flag? He wants to know why there are people on them? Who are those people on the stamps? So he really was interested in the stamps because he really wanted to know what those things represented on the stamps". (p. 3). The activity concluded with Anthony designing his idea of a stamp.

Shift:

Int. #1 & #2 The parent observed the use of the mark-making book enabled her child to learn in many ways.

A. Parent-Initiated Component

1. Nature of the Activity

Mrs. Chandar usually asked Anthony what he would like to do, or what he would like to draw. She recalled two occasions that were quite memorable:
a. "Heart" Activity

The first occasion took place around Valentine's day. Anthony decided to do an activity focused on the theme of, "Hearts". Mrs. Chandar stated that he said, "Mom, we could do some hearts" (p. 3)! She continued by saying, "So, he didn't want to use crayons, but wanted to use the paint set. So he says, "I'll do some hearts" (p. 3).

b. "Dragon" Activity

The second occasion involved Anthony finding an image in the newspaper that he wanted to cut out and draw. Mrs. Chandar stated, "... we were sitting and he was looking in the paper with his Grandma and he saw a dragon in a picture. He said, "Mom, I think I'm going to get that picture for my mark-making book because those two little kids look very scared in the picture and the dragon looks very scary." So he wanted me to staple it into his book. He got my nephew to draw a part of it because he couldn't do the head, but he did the body" (p. 3).

2. Value of the Activity

Mrs. Chandar found value in these activities because she observed that Anthony was motivated through the mark-making book to initiate these activities on his own.
3. Learning Through the Activity

a. "Heart" Activity

Mrs. Chandar said that Anthony made the following comment, "Mom, I cannot do a heart" (p. 3). She replied by saying, "I'll draw one for you first, and then you can do one on your own." So he looks at mine and he takes a paintbrush and says, "OK!". Mrs. Chandar stated that he proceeded to do one with a very thin line and one with a fuzzy line. Then he said, "Mom, I make two different shapes of heart" (p. 3).

b. "Dragon" Activity

Mrs. Chandar stated that Anthony, "...did the tail and he said, "Mom! Mom! Look! I am able to finish the dragon 'cause I can do the body, but I cannot do the head." And I says, "Well, I'm proud of you, still. The head is hard to do. Even I cannot do that." So, he was really -- he wanted to do the scary kids, but he looked at it and said, "Mom, I cannot do that. I think I'll do that another day" (p. 3).

Shift:

Int. #1 & Int. #2  Both parent and child enjoyed the parent-initiated activities and experienced new ways of learning.

Int. #2  The child was asked to initiate a mark-making book activity.
B. Art Appreciation Activities

1. Nature of the Activity

Every second Friday of the month, Anthony would bring home his mark-making book with an attached art visual and accompanying art appreciation questions. Both he and Mrs. Chandar would sit together, look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude with Mrs. Chandar inviting Anthony to draw in his mark-making book in response to the theme.

2. Value of the Activity

a. Mrs. Chandar felt that the art appreciation activities were worthwhile teaching because Anthony was able to learn by looking at the art visuals. She stated, "... he looked at what the artist has done. He thinks about the colours that they used; the shapes of things, and he uses his own imagination doing what he feels -- what he wants" (p. 4). When Anthony chose to pictorially respond to Matisse's painting, entitled, "Goldfish", Mrs. Chandar observed him using his imagination and ability to problem solve as he drew his version of an aquarium. She stated, "He will put a square aquarium. He doesn't say, 'Well, I have to do what the artist done’" (p. 4).

Shift:

Int. #1 The parent expressed regret not experiencing such
learning; the experience motivated her child to engage in oral storytelling.

Int. #2 The parent observed her child develop perceptive and problem-solving skills; her child was motivated to express like ideas as those of the artist, and express feelings verbally and pictorially.

b. Mrs. Chandar felt that the most enjoyable aspect of this activity was listening to Anthony as he created stories around what he saw in the art visuals. She stated, "I enjoyed listening to Anthony talk about his stories in the mark-making book. He'll look at the picture, and he'll tell me, "Well, Mom this one represents this thing." There was one -- "Starry Night". He says, "Mom, that one is very spooky. We could use it for Halloween." I'd say, "Why use it for Halloween?", he says, 'Because the wind is blowing and it makes it all spooky and dark.'" Mrs. Chandar further stated, "Yes, he liked it very much. He likes Halloween because he says that's when you get candies and all that stuff. So, he really liked it. He said, 'Mom, we'll have that picture for Halloween'" (p. 5).

Shift:

Int. #1 The parent observed her child's self-confidence unfold.

Int. #2 The experience motivated her child to engage in oral storytelling.

c. Mrs. Chandar did not find these activities challenging in terms of being difficult to do. She stated, "I didn't have any problem
or any challenge" (p. 5).

Shift:

No shift occurred between interviews one and two.

3. Learning Through the Activities

a. Mrs. Chandar believed that using the mark-making book with the art visuals was a good way to teach Anthony about art appreciation. She observed that he would regularly flip back and forth through the mark-making book looking at the art visuals, and what he had drawn. Mrs. Chandar stated that Anthony could be critical about his drawings. She recalled one occasion when he said to his father, "Dad, I'm good here, but I'm not good here" (p. 4). Mrs. Chandar further stated, "If it wasn't for the mark-making book and the art work that was glued in it, I don't think he would have seen any art work because I never thought of taking him to an art gallery or -- I never thought myself that art is that important for a four year old kid" (p. 4).

Shift:

Int. #1 The parent observed her child using art appreciation visuals as a means of "show and tell" whenever visiting with relatives.

Int. #2 The parent observed that her child would revisit the art appreciation visuals and reflect on the learning experience; and, she observed her child develop critical thinking skills.
b. Mrs. Chandar considered the accompanying art appreciation questions adequate in terms of what Anthony needed to be asked. She stated, "Yes, I find it was helpful because there were some questions there that I wouldn't even think of asking -- but reading the sheet, I get ideas what next I maybe should ask. I make up my own little questions apart from that. It gives me a good idea about what to ask for" (p. 5).

Shift:

Int. #1 The parent only used the accompanying art appreciation questions.

Int. #2 Using the accompanying art appreciation questions empowered parent to formulate her own questions.

c. Mrs. Chandar admitted that she personally learned more about art and artists. She stated, "Well, I never even thought about paying close attention to artist's work. I look at pictures and then I look at -- I never thought painting a starry, starry night picture would be an important idea. But, I looked at that and you can learn a lot from that. Also, painting an aquarium, you look at an aquarium, but you never thought -- painting it and putting a little bit of trees around it. It makes it look so nice. I also learn about the different artists that I never knew before. So, it really helps you to know all these paintings paint by someone different" (p. 5).
Int. #1 & Int. #2  The parent believed she developed a new appreciation for art and the ways of artists.

d. Mrs. Chandar believed that Anthony learned, as she stated, 
"... to visualize his own little ideas from looking at the picture 
(the art visual), and then compare the two, which one is the best. 
And, I always tell him his pictures look great because I want him to feel proud of himself" (p. 6).

Int. #1  The parent observed her child being able to emotionally relate to art appreciation visuals; she also observed her child using the art appreciation visuals as a means of supporting his attempts at drawing.

Int. #2  The parent observed her child developing critical thinking skills; and, observed her child's imagination stimulated as result of the activity.

C. Parent's Choice of Component

1. Nature of the Activity

Mrs. Chandar preferred doing the visual awareness activities with Anthony. She referred to two themes in which the nursery children were involved: "Bed-time" and "Sea Creatures".

No shift occurred between interviews one and two.
2. Value of the Activity

Mrs. Chandar believed that the most enjoyable aspect of these activities was Anthony's responses to any questions she might have asked him. She stated, "I was very proud of Anthony because he always came up with a very smart answer. Like, everything I asked him -- he had an answer for it" (p. 6).

Shift:

Int. #1 The parent was able to engage other family members in the activity; she observed her child develop perceptive skills; and become motivated about learning.

Int. #2 The parent observed her child becoming more self-confident in his attempts to verbally express his way of knowing; the mark-making book supported parent-child communication.

3. Learning Through the Activity

Mrs. Chandar believes the visual awareness activities were meaningful learning experiences for Anthony. She stated, "I would like to see what Anthony is learning from visualizing things. For example, he uses sea shells. I ask him questions and he will say -- answer my questions from what he thinks: What kind of creature lives in there? Why is it shaped like that? So, I think, he's more visualizing things. He also did a patchwork for a quilt, and he picked what colour was there and made his own picture in his mark-making book, and he was telling me there was rough fabrics there -- fabrics that were very
smooth" (p. 6). Mrs. Chandar concluded by saying, "And, he even would tell me different words that I even never thought he'd learn about. Like, he would just say, "my comforter" or "my quilt" (p. 6).

Shift:

Int. #1 The parent experienced personal learning as the result of actively participating with her child in the use of the mark-making book; and, she observed her child engage in oral storytelling, and drawing in the mark-making book as a result of the activity.

Int. #2 The parent observed her child using his imagination as he responded to specific questions; and, she observed her child mastering new vocabulary.

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Chandar continued to support the notion that the mark-making book was a good tool to link school and home learning. She stated, "I think the mark-making book is a good idea because I can relate and look back on what Anthony did, and also know what he did at school. Because, if it were not for the mark-making book, I would have no idea what he did in school. I ask him what he did at school, but when he brings the mark-making book on weekends, he'll say, "Mom, we did this." He'll look. He'll turn the pages, and (Anthony would continue saying), "We did this, and we did this. Mrs. Bitney helped me with this, and Mrs. Pisichko helped me with this, and then that's what I did by myself." Mrs. Chandar concluded by saying, I think the mark-making book is a good way to relay what he did in school" (p. 6).
No shift occurred between interviews one and two.

4. Most Valuable Characteristic of Mark-Making Book

Mrs. Chandar attributed the growth in Anthony's self-confidence, in terms of his meaning-making abilities, to the use of the mark-making book. She stated, "The most valuable thing about the mark-making book is the level of Anthony's confidence in the ability to come up with his idea and his ability to draw. Before he didn't -- he was scared to come up with his ideas. But, now he feels he is getting better in drawing, and he could see more what he could draw" (p. 7).

Shift:

Int. #1 The mark-making book experience supported quality time with one's child; and, the mark-making book experience supported parent-child communication.

Int. #2 The mark-making book experience supported child's emotional development.

5. Continued Use of the Mark-Making Book

Mrs. Chandar encouraged the continued use of the mark-making book at the nursery level. She based her opinion on her own observations of her son's growth. Mrs. Chandar stated, "I think so because looking from what Anthony did, he was a very poor artist and what he started off with and what he finished -- the level now that he is drawing -- I
think it's good" (p. 7).

6. Other

Mrs. Chandar stated, "He also made me make a book at home for him in which he wants to put stickers and when he does good art work he says, "I need a gold star." And he says, "now when I'm drawing you have to call me, "an artist." "I'm not Anthony." So, he's really, really proud for what he'd done" (p. 7).

At the end of the interview, Mrs Chandar was asked if there was anything she wanted to add, she stated, "There was one day the mark-making book was on the table and my sister was looking at it. They have two kids that go to school and they don't have anything like that in their school. And she was asking me, "Why you have this." I said, "It's a new thing and they are trying it out at the school." She flipped through Anthony's book, and she said it's a good idea. So she has ideas from Anthony's book, and she looked at some of the questions, and she's started to do that with her own kids, too. Before I was using colouring books for Anthony, but now from what I learned from the mark-making book, I don't buy any colouring books any more. I just make my own mark-making book for Anthony, and buy stamps or buy my own little things to for him to do at home. I think Anthony's now at the stage where if he don't have his mark-making book he'll work on paper and he feels confident what he learns. He can do it by himself
without someone teaching him. So, he'll be sitting writing, then he'll ask me at the end, "Mom, did I do it right?" I'll say, "Yes, sure you did it right. So, he have more confidence in himself, not only with the mark-making book, but by doing it on paper. Now, that I have my brother bringing scrap paper; he would go on and on, taking sheets, working on it, and he -- before he never did that. He never even, he was too scared to take a paper and even write on it. He never felt he was even good to do that" (p. 7).
4.2) Case Study # 2 - The Gallant Family

4.2a) Family Portrait

Ms. Gallant is a single parent of three children. Her two youngest children, daughter, Frankie Walker, age 4, and son, Jason, age 10, both attend Wellington School. The eldest daughter, Connie, age 21, lives on her own. Currently, Ms. Gallant is earning her grade 12 standing through an adult education upgrading program. Over the past few years, she and her children have become reacquainted with their aboriginal culture. Ms. Gallant is of Ojicree decent and wishes to pass on her cultural and linguistic heritage to her children. They regularly attended traditional ceremonies and gatherings. As a result of this study, Ms. Gallant became an active volunteer at Wellington School. She assumed the role of, "resident artist", in the nursery program, and has regularly assisted with office related clerical duties on a volunteer basis.

4.2b) Frankie Walker - nursery child - age four

Frankie was accustomed to staying at home with her mother before she began attending Wellington School's nursery program. Her daily routine included: playing with toys, drawing, using colouring books, and watching children's programming on T.V. or Disney videos. When Ms. Gallant was quilting or sewing, she became a willing helper. Frankie's appreciation for drawing was influenced by her brother Jason who drew continuously. One day at school, in passing, he stated, "I was sitting
drawing when Frankie came along, looked at what I was doing, then tried to draw what I was drawing." Frankie began attending our nursery program in late October. She was somewhat shy from the outset. As friends were made, however, she became more relaxed and playful. Frankie was attentive during circle-time and enjoyed singing songs and dramatic play. During choice time she chose painting, drawing, and working at the craft table, and playing in the house centre. Frankie, especially, enjoyed snuggling in one the bean bags to look at books. Using the mark-making book was also one of Frankie's favoured activities. Aside from willingly participating in its use during group time, she occasionally chose to working in it during free play at the drawing centre.

4.2c) Interview # 1 - Ms. Gallant

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1. The concept of the mark-making book was appealing to Ms. Gallant. She stated, "I thought it was a good idea because it would bring us closer together" (p. 1).

2. Ms. Gallant believed the most valuable characteristic of the mark-making book was the possibility that it might support her daughter's artistic learning. She stated, "I thought it'd make her a
better artist or something -- she'd draw better when she got older --
and maybe she'd be an artist, one day" (p. 1).

B. How the Mark-Making Book was Used

Ms. Gallant was the only family member who assisted Frankie with
the use of the mark-making book. Usually they would work at the dining
room table on a Sunday for about 20 -30 minutes. Ms. Gallant stated,
"Sometimes, I just give her crayons, and let her do the drawing
herself. For a few minutes, I just let her draw what she wants. But,
most of the time I do sit down and see how she's doing" (p. 1).

C. Affective Response to the Mark-Making Book

1. Ms. Gallant admitted that she enjoyed using the mark-making
book with Frankie. She stated, "I just like the way she was drawing.
She looked really cute." ... I just like watching her" (p. 2). Further
on in the interview, Ms. Gallant stated, "I really liked going out
with her -- the leaves" (p. 4). She made this comment with reference
to a visual awareness activity which invited parents to take their
children to a local park to look at and collect autumn leaves.

2. Ms. Gallant observed that Frankie enjoyed the mark-making book
activities by her enthusiastic behaviour when she brought it home. She
stated, "... she really looks forward at bringing it home every
weekend. And, she comes home and is really happy about it. She wants
to do it right away, but we have to wait until we have more time"
3. Ms. Gallant had difficulty answering the following question:

Was it a valuable experience for you and your child? In what ways?

D. Perceived Learning Through the Mark-Making Book

Ms. Gallant had difficulty directly answering the following questions:

1. What did you personally learn while using the activities that accompanied the mark-making book?
2. What do you think your child learned by participating in these activities?

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Ms. Gallant chose to initiate a visual awareness activity. She suggested to Frankie to go outside and play in the fresh fallen snow. Ms. Gallant observed her from the window as she made snow angels, and attempted to make a snowman. Once Frankie returned from the outdoors, Ms. Gallant showed her how to make paper snow-flakes; then glue them into her mark-making book. The use of the mark-making book concluded with Frankie drawing a picture in response to the outdoor experience.
2. Value of the Activity

Ms. Gallant enjoyed doing the parent-initiated activities with Frankie. She stated, "Just being with her, and -- just to see how she reacted to drawing the pictures" (p. 8). She observed that Frankie enjoyed gluing the snowflake in her mark-making book.

3. Learning Through the Activity

Ms. Gallant observed that Frankie was learning by just playing out in the snow. She stated, "Well, she noticed that she could make things out of the snow" (p. 4). Ms. Gallant referred to the snowflakes that were glued in the mark-making book when she stated, "I made this one for her, but I let her cut these out by herself" (p. 3). Aside from observing Frankie drawing snow angels and snowmen, Ms. Gallant also observed Frankie problem solve. She stated, "We didn't have those white crayons so she used blue" (p. 4).

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday of each month, Frankie would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and Ms. Gallant would both look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude by Ms. Gallant inviting Frankie to draw in her mark-making book in response to the theme.
2. Value of the Activity

a. Ms. Gallant briefly stated, "yes -- I guess so --- I don't know what to say" (p. 5), when she was asked if it was worthwhile teaching art appreciation to young children.

b. Ms. Gallant briefly stated, "...watching her draw" (p. 6), when she was asked whether the experience was enjoyable.

c. Ms. Gallant briefly stated, "No, I never did" (p. 6) when she was asked whether she found the art appreciation activities challenging (p. 6).

3. Learning Through the Activity

a. When Ms. Gallant was asked whether including art visuals in the mark-making book was a good way to teach art appreciation, she stated, "I think that this is OK. It teaches them to learn about other people's drawings" (p. 6).

b. Aside from using the accompanying questions, Ms. Gallant felt she had no questions of her own to contribute. She briefly stated, "I don't think so" (p. 6).

c. Ms. Gallant believed that using the art visuals resulted in a personal learning experience. She learned that she could easily teach Frankie about their cultural heritage. Ms. Gallant referred to Ted Harrison's painting entitled, "Sled of Dreams". She stated, "Well, -- these are Eskimos, right? ...I want her to learn about her own culture, too" (p. 6).
d. Ms. Gallant believed that using the art appreciation visuals resulted in a meaningful learning experience for Frankie. She observed that Frankie noticed the different colours used in Harrison's painting, especially the colour of the snow. Ms Gallant stated, "she made the snow a different colour. And, I told her that's OK" (p. 7).

C. Parents' Choice Component

1. Nature of the Activity

Ms. Gallant chose to talk about a parent initiated activity that inadvertently combined learning through visual awareness, art appreciation, and pictorial production. She recalled a pow-wow they both attended where Frankie observed the ritual and participated in a dance. Upon returning home, Frankie happened to notice a painting of a pow-wow scene in the living room. She stopped and looked at it. Ms. Gallant noticed Frankie observing the painting. Shortly after, she suggested to Frankie that she draw her interpretation of the theme in her mark-making book.

2. Value of the Activity

Ms. Gallant found value in this activity because it supported their cultural heritage. She also believed that Frankie must have thought it was a meaningful experience since she followed through with the suggestion of drawing a picture of a pow-wow dance in her mark-making book. Ms Gallant observed that Frankie engaged in the
activity without any hesitation. She stated, "she has more confidence ...she's more sure of herself" (p. 9).

3. Learning Through the Activity

Ms. Gallant believed that both she and Frankie learned from the parent initiated activities. She observed that Frankie was learning to express her feelings, perceptions and ideas through her drawings in the mark-making book. She stated, "Like, when she's drawing the feelings come out on paper" (p. 9).

3. Mark-Making Book as a Link Between School and Home Learning

Ms. Gallant's response to this question was in the form of the following brief statement, "Yes, It's a good idea" (p. 9).

4. Other

At the close of the interview, Ms. Gallant made the following comments:

Ms. Gallant stated, "I wish that her dad would get more involved with her, too. Like, he hasn't -- he hasn't even done one page with her since she started -- the same with Sheldon, her brother. He doesn't get involved with her, either" (p. 4).

Ms. Gallant further stated, "I never really had someone to work with when I was young" (p. 8).

Ms. Gallant concluded by stating, "I just wanted to suggest that
-- maybe you could give them assignments that have different -- cultures, and the other children will learn about other ethnic backgrounds. And, I think they could learn a lot from doing this" (p. 10).

4.2d) Interview # 2 - Ms. Gallant

1. Mark-Making Book - Purpose and General Value

A. Response to the mark-making book's use over an extended period of time

Ms. Gallant maintained a positive attitude towards the mark-making book experience. She stated, "I think it's a worth while project because the children learn in advance what's going to be expected of them when they reach a higher level of education next year" (p. 4).

Shift:

Int. # 1  The parent anticipated parent-child bonding.

Int. # 2  The parent believed children would be more prepared for kindergarten.

B. How the Mark-Making Book was Used?

Several changes occurred as to the use of the mark-making book. Ms. Gallant stated, "Her sister Connie -- she helps to print in the
book with her. Connie works with her and teaches her. She drew a picture for Frankie" (p. 1). Ms. Gallant concluded by stating, "We usually do it after she gets home after school, and we usually do it on Sundays, as well, for a few minutes to a half hour" (p. 1). Further on in the interview, Ms. Gallant recalled an incident where Frankie's father chose to support Frankie's artistic learning. She stated, "She tried to draw it (a hamster) by herself, but really got frustrated. Her dad decided to draw one for her. She got the idea that she could draw one on her own and she did. And, it looks really good" (p. 2).

Shift:

Int. # 1 The parent pointed out that initially only she and her child used the mark-making book and preferably on Sundays.

Int. # 2 The parent explained that use of the mark-making book shifted to include Friday afternoon. Her eldest daughter, and her youngest child's father chose to share the responsibility of assisting with the mark-making book activities.

C. Affective Response to the Mark-Making Book

1. Ms. Gallant maintained that she still enjoyed participating in the mark-making book experience with Frankie. She stated, "Yes, I really enjoy it. I could see she had a real idea as to what she was drawing" (p. 1).
Shift:

Int. # 1 The parent explained that she enjoyed spending quality time her with child.

Int. # 2 The parent noted that her child enjoyed expressing her thoughts through drawing.

2. Ms. Gallant observed that Frankie continued to enjoy participating in the mark-making book experience. She stated "...she talked about it. And I think she was really happy to work in the book. And she was always so anxious to show me what she had done and what she drew" (p. 1). Further on in the interview, Ms Gallant stated, "She looks excited when she has the chance to work in the mark-making book, and what she's accomplished in it" (p. 4).

Shift:

Int. # 1 The parent commented on her child's enthusiastic response to the notion of using the mark-making book.

Int. # 2 The parent pointed out that her child enjoyed using the mark-making book, and she enjoyed showing and talking about the mark-making book entries. In addition, the youngster liked the attention she received from engaging in this activity.

3. Ms. Gallant maintained that the use of the mark-making book was a valuable experience for both her and Frankie. She stated, "Yes, I think it was a good experience for both of us. It showed that she had some responsibilities that can come in useful in the future. And
she draws on her own. Maybe, that's why she draws" (p. 1).

Shift:

Int. # 2 The parent explained that the book developed a sense of responsibility in her child. She added that her child independently engaged in drawing as meaning making.

D. Perceived Learning Through the Mark-Making Book

1. Ms. Gallant believed that the mark-making book experience contributed to her own personal learning. She stated, "I personally realized that my child was learning more than I realized. I realized myself that I wasn't spending as much time with her as I needed to" (p. 2).

Shift:

Int. # 2 The parent observed that her child was learning more than she had anticipated and commented that the approach supported her child's learning development.

2. Ms. Gallant believed that the use of the mark-making book supported Frankie's learning development. She stated, I think that she learns a lot by using the mark-making book because by looking through it, I realize she's drawing better, and she knows her colours better -- also making her own letters" (p. 4). Ms. Gallant further stated, "Frankie calls it her homework, so it shows she will be able to handle more responsibilities. It seems she knows a little more about her
numbers and words. She surprises me sometimes, when she comes out with these new words. I think she'll have a good vocabulary by the time she reaches Grade 1" (p. 4).

Shift:

Int. # 2 The parent explained that the mark-making book enabled her child to learn in multiple ways.

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Ms. Gallant invited Frankie to do a parent-initiated activity that was based on visual awareness. She stated, "There was this one day when I asked her what she wanted to draw. She couldn't decide so I told her to draw her hamster that we got recently" (p. 2).

Shift:

Int. # 2 The parent decided to initiate an activity.

2. Value of the Activity

Ms. Gallant maintained that she enjoyed doing the parent initiated activities with Frankie. She appreciated the fact that she was given the opportunity to decide what activities were to be done in Frankie's mark-making book. She stated, "I really enjoyed the parent-
initiated activities because it allowed me to come up with my own ideas as to what my daughter might want to do in the mark-making book" (p. 2). Ms. Gallant also observed that Frankie enjoyed doing the activities, as well. She stated, "She really liked it" (p. 2), in reference to a drawing Frankie made of the family hamster.

Shift:

Int. # 1 The parent explained that she and her child enjoyed the parent-initiated activities. She also stated that she valued her child's way of making meaning through drawing, and noted that she could independently problem-solve.

Int. # 2 The parent stated that she appreciated the opportunity to have an influence on her child's learning. She also observed that her child could problem-solve with the assistance of an adult.

3. Learning Through the Activity

Ms. Gallant maintained that the parent initiated activities were meaningful learning experiences for both Frankie and herself. She made the following observation as Frankie learned through this specific activity. She stated, "She tried to draw it (the hamster) by herself, but really got frustrated. Her dad decided to draw one for her so she got the idea that she could draw one on her own and she did. She really liked it; and, it looks really good" (p. 2).
B. Art Appreciation Component

1. Nature of the Activity

Every second Friday of the month, Frankie would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. Both she and Ms. Gallant would sit together, look at the art visuals, and talk about the art work and the artist. Instead of using the accompanying art appreciation questions, however, Ms. Gallant chose to use her own. The activity would conclude with Ms. Gallant inviting Frankie to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Ms. Gallant maintained that the art appreciation activities were worthwhile teaching young children. She also stated, "As a matter of fact, I bought her a painting having to do with native culture, and she really liked it. After, she sat down at the kitchen table and
started drawing it on her own" (p. 2). Ms Gallant continued to say, "It was her fourth birthday that just passed...She's a pow-wow dancer and I just wanted her to -- to remember that part of her Indian culture" (p. 2).

**Shift:**

**Int. # 2** The parent stated that as a result of learning through the art appreciation component, she was motivated to purchase a work of art.

b. Ms. Gallant maintained that she enjoyed using the art appreciation activities with Frankie. She stated, "What I enjoyed most about this activity is that Frankie and I are beginning to spend more time with each other and -- you know it seems that we have a stronger bond" (p. 3).

**Shift:**

**Int. # 1** The parent was able to watch her child make meaning through drawing.

**Int. # 2** The parent stated the experience supported parent-child bonding.

c. Ms. Gallant did not find the art appreciation activities challenging. As a matter of fact, she stated, "No, not really. We just felt comfortable about doing what we wanted to" (p. 3).
No shift occured between interviews one and two.

3. Learning Through the Activity

a. Ms. Gallant maintained that using the mark-making book with the accompanying coloured art visuals was a good way to teach Frankie about art appreciation. She stated, "Yes, I do think it's important because I do think it will teach them that there are people that have to take the time to paint and draw their own ideas" (p. 2).

b. Ms. Gallant preferred not to use the accompanying question sheets that came along with the art appreciation activities. She stated, "Actually, I preferred to ask my own questions because it made it easier for me and my child to know what we really want to say about the paintings" (p. 3).
c. Ms. Gallant maintained that using the art appreciation activities contributed to a meaningful learning experience. She commented that she was surprised how Frankie responded to the art appreciation activity that included Matisse's painting, entitled, "Goldfish". She stated, "I personally learned that I was surprised that she could put her own ideas on a piece of paper and she never saw a goldfish bowl before, and she made it round. I was surprised about that" (p. 3).

Shift:

Int. # 1 The parent learned that she could teach her child the family's cultural heritage through art appreciation.

Int. # 2 The parent learned that her child was able to pictorially response to themes depicted in works of art.

d. Ms. Gallant maintained that using the art appreciation activities resulted in a meaningful learning experience for Frankie. She stated, "On the painting there was only four goldfish, but when she counted them she said there was seven because of the reflection. And she knew the shapes, and she knew how many leaves were on the plants. And she knew these were plants sitting on the table. She knew there were two plants sitting on the table. And she knew the colour of the goldfish" (p. 3).
Shift:

Int. # 1 The parent observed her child using her imagination and solving problems. The experience supported learning about the elements of design.

Int. # 2 The parent observed her child developed skills of perception. The learning experience also supported the learning of colours, shapes and simple math concepts.

C. Parents' Choice Component

1. Nature of the Activity

Ms. Gallant preferred doing parent initiated activities with Frankie. In addition to attending cultural events, they enjoy occasionally taking a drive in the country.

Shift:

Parent-initiated activities were the most favoured.

2. Value of the Activity

Ms. Gallant maintained that she enjoyed doing the parent-initiated activities with Frankie. She stated, "I just like being with her and teaching her things -- different things" (p. 4). Ms. Gallant observed that Frankie enjoyed these outings. She stated, "She's really happy when we go to places, especially to pow-wow's because she'll go out and dance, especially with older people. She'll make new friends there" (p. 4).
Shift:

Int. # 1 The parent valued being able to teach her child the family's linguistic and cultural heritage. She observed that the activity supported her child's emotional development.

Int. # 2 Both parent and child enjoyed the activity. In addition, the parent observed that the activity allowed her to have an influence on what her child learned.

3. Learning Through the Activity

Ms. Gallant maintains that the parent initiated activities were meaningful learning experiences for both herself and Frankie. During a family outing to Shoal Lake, Ontario, she noticed how observant Francie had become. Ms. Gallant said, "We had to go onto this gravel road to get there. She noticed it was a really winding road, and she was having lots of fun. And she noticed all the trees" (p. 4). Upon returning home, Frankie responded to the experience by drawing in her mark-making book.

Shift:

Int. # 1 The parent observed her child learn to express feeling, perceptions and ideas through drawing.

Int. # 2 The parent pointed out that child was able to develop perceptive skills.
3. Mark-Making Book as a Link Between School and Home Learning

Ms. Gallant maintained that the notion of the mark-making book was a valuable link between school and home learning. She stated, "I think that she learns a lot by using the mark-making book, because by looking though it, I realize she's drawing better, and she knows her colours better. Also making her own letters, and I also know what's being taught to her on a regular basis" (p. 4). Further on Ms. Gallant stated, "... and I have a good idea what's going on in school since I can see she's matured a little since she's started the mark-making book" (p. 4).

Ms. Gallant made an observation while looking through the mark-making book that one of the activities done at school was directly related to what she and Frankie were working on at home. She stated, "It was interesting because when I looked at the, "Bed-time", theme. I noticed that there were patches of cloth on one page (of the mark-making book), and I found it interesting because now I am making a quilt for her at home, and she helps me with it. And she counts the pieces of material that I cut, and tells me how many of each shape there are, and we really enjoy each other's company when we do it" (p. 2).

Shift:

Int. # 1 The parent believed the mark-making book was a "good idea". She valued the mark-making book was a reflective tool. The parent also observed that the
mark-making book effectively communicated her child's development in many areas of learning.

Int. # 2 The mark-making book concept bridged school and home learning, and supported her child's emotional development.

4. Most Valuable Characteristic of Mark-Making Book

Ms. Gallant valued the strong bond that developed between her and Frankie. However, she also valued Frankie learning, "a lot about the numbers and words" (p. 5). and fact that Frankie, "draws a lot better than she did at the beginning" (p. 5). Ms. Gallant attributes the improvement in Frankie's drawing as a result of the continued use of the mark-making book. She stated, "She really didn't draw much but since she got the mark-making book she came a long way" (p. 5).

Shift:

Prior to the use of the mark-making book, Ms. Gallant believed the use of the marking book could support her child's artistic learning.

Int. #2 The parent learned that the use of the mark-making book supported parent-child bonding; it continued to support the mastery of vocabulary, and learning of simple math concepts; and continued to support her daughter's artistic learning.

5. Continued Use of Mark-Making Book

Ms. Gallant supported the continued use of the mark-making book at the nursery level. She stated, "Yes, I think it's a good idea because children would have -- will be more prepared for the next
grade" (p. 5).

6. Other

Ms. Gallant had no further comments to make.

4.3) Case Study # 3 - The Guttieres family

4.3a) Family Portrait

Mr. and Mrs. Guttieres are originally from the Philippines. Mr. Guttieres immigrated to Canada with his family as a teenager in 1981. Mrs. Guttieres followed with her family a year later. Both parents completed high school and continued their education at a local Winnipeg community college. Mr. Guttieres holds grade 12 standing from a local Winnipeg high school and a diploma in restaurant management. Mrs. Guttieres completed grade 12 in the Philippines, and holds a certificate in data entry. Currently, Mr. Guttieres is a daytime restaurant supervisor with a popular Winnipeg hotel, while Mrs. Guttieres is employed as a cashier with a local fishing and hunting store. The couple met and married in Winnipeg, and have a 4 year old daughter named Charlene. They chose to continue living in this neighbourhood due to the proximity of family and relatives who regularly care for their daughter.

4.3b) Charlene Guttieres - nursery child - age four

Charlene was fortunate to stay at home with at least one parent.
Mr. and Mrs. Guttieres arranged their work schedules in order that at least one of them would be home during the day caring for Charlene. She experienced the regular routine of going on outings, playing with toys, using colouring books, watching children's programming on television, and being read to at bedtime. Drawing and painting were particularly encouraged since both parents personally enjoy doing these activities. Charlene was allowed to use a variety of mark-making tools: pencils, pens, crayons, markers and paints. She usually engaged in drawing and painting activities in the company of her parents. The topics she chose to draw or paint about varied. Charlene is also encouraged to speak Filipino as well as English at home since both Mr. and Mrs. Guttieres believe in preserving their cultural and linguistic heritage.

Charlene was somewhat shy when she first started attending Wellington School's nursery program. She would often be observed quietly drawing, or painting at the easel. After a couple of weeks, however, Charlene became more sociable once she made friends and became more familiar with the nursery routine. She began to participate more during circle-time, especially when songs were sung; and enjoyed playing in the house and dress-up centres. Using the mark-making book in the nursery setting was one of Charlene favourite activities. She would chose to use it independently during free play, as well as, during mark-making book time. Aside from drawing in it or working on a collage, she took pride in showing other children the
work she had done at home.

4.3c) Interview # 1 - Mr Guttieres

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1.a. When Mr. Guttieres was first introduced to the mark-making book project he was concerned that it might not be appropriate for children so young. He stated, "I was kind of like hesitant. Is this really for nursery" (p. 1)?

1.b. Mr. Guttieres questioned the value of the mark-making book. He stated, "I mean I thought it was really a little too much for just a kid that is just starting out at school" (p. 1).

Shift:

The parent's attitude changed towards using the mark-marking book once the family began using it each weekend. He stated, "...when I started using it, I began to see what it was all about. It was wonderful! Not only for my daughter, but for myself, as well. It's as if I'm going back to school and doing it all over again -- get to draw pictures and learn the colours and all that. I thought it was an excellent idea" (p. 1).

B. How the Mark-Making Book was Used?

The Guttieres family always worked in the mark-making book every Saturday night on the bed in Charlenes room. There have been times, however, when Mr. Guttieres and Charlene would wait until ten o'clock
Friday night for Mrs. Guttieres to come home from work. They enjoy doing things together. Usually they went beyond the suggested twenty minutes. Mr. Guttieres admitted that, "Most of the time we got carried away, sometimes for 45 minutes. We were just having so much fun we didn't want to stop" (p. 2).

C. Affective Response to the Mark-Making Book

1. Mr. Guttieres enjoyed using the mark-making book. He stated, "I absolutely enjoyed the mark-making book -- not only about the drawing and all that because I like drawings. When I was in high school I did a lot of drawings and that's where my daughter picked up. It's kind of nice to see my daughter you know, even to be able to draw shapes and that. It's a start for a little girl" (p. 2).

2. Mr. Guttieres observed that Charlene enjoyed using the mark-making book. He stated, "...when she brings the mark-making book on Friday, she'd show it to us like she's very excited. She'd say, "Dad, look what I've done. Like you know at school, and I appreciate it and you know. It's kind of nice to see that, enthusiasm in our daughter" (p. 3).

3. Mr. Guttieres believed it was a valuable learning experience once he started using the mark-making with the accompanying activities. He stated, "...when I got into it, and saw what it was all about -- I mean, it was wonderful. I mean not only for my child, but for myself, as well. It's as if I'm going back to school, and doing it
all over again. Getting to draw pictures, learning the colours, and
all that. I thought it was an excellent idea" (p. 1). Mr. Guttieres
continued to state, "Well, I would say -- like I have friends that
have kids that go to different schools. At work when I talk to them
about the mark-making book, they were, "impressed", that my daughter
was doing all this, and she's only in nursery. And you know, they
thought that my daughter is a really smart kid and that. But I said,
"You know, she's not really. It's just how you teach your kids. Plus,
this mark-making book gives her a lot of time to spend with this book,
you know, and drawing stuff and instead of just playing around the
house you know. This is a wonderful idea just to -- you know not to
have your kid just watching T.V. They'll be doing something valuable
for themselves rather than just doing nothing at home" (p. 3).

D. Perceived Learning Through the Mark-Making Book

1. Mr. Guttieres believed he learned something from each of the
components. He stated, "I like a little bit of everything" (p. 3).
Mr. Guttieres specifically saw value in the visual awareness
component. He stated, "They'd learn what outdoors is all about. They
playing in the snow. You would experience what it's all about, not
just talking about. It's there. You touch it. You feel it" (p. 4). He
also believed the art appreciation component was worth-while
including, as well. Mr. Guttieres stated, "They would see visually
what the artist was trying to portray" (p. 3).
2. Mr. Guttieres observed that while participating in the mark-making book activities, Charlene experienced multiple ways of learning which he believed were meaningful. He referred to a visual awareness activity as an example. Mr. Gutteries stated, "I showed her how to make a snowman, and then she made a snowman for herself. You know there itself, she learned how to build a snowman. I think that you know, just by showing it to her she really learned something" (p. 4). He concluded by saying, "I think it's important you know. They learn a lot" (p. 4).

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mr. Guttieres preferred taking Charlene on family outings then later having her respond to the experience by drawing in her mark-making book. He stated, "We decided to go, and we played in the playground, and we slided, we ran around, we played ball and all that stuff" (p. 5).

2. Value of the Activity

Mr. Guttieres believed there was value in the experience. He stated, "I mean it's a wonderful experience. You never get to do that unless you have a kid or somebody to play with. It's a wonderful experience. It's like being a kid again" (p. 5).
3. Learning Through the Activity

Mr. Guttieres believed this was a meaningful learning experience. Once the family returned home, Charlene proceeded to draw a picture of the slide in her mark-making book. Mr. Guttieres stated, "...she responded to that, and she started drawing, visualizing in her mind what that slide looked like and she tried to portray it on the paper (p. 5).

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday of the month, Charlene would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and her parents would look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude with Mr. and Mrs. Guttieres inviting Charlene to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Mr. Guttieres believed it's worthwhile teaching art appreciation to young children. He stated, "I think it is. I mean, when I was a young kid, I liked drawings. We didn't have this, or I'd be an artist" (p. 5).

b. Mr. Guttieres believed these activities were enjoyable because
he was able to observe his child verbally and pictorially respond to
the themes depicted in the art visuals. He specifically referred to
Pablo Picasso's painting, "Mother and Child". Charlene liked this art
visual because she could emotionally relate to the mother and child
image. She also noticed that the mother image had long hair and so did
she. Mr. Guttieres observed his daughter as she attempted to draw long
hair. He stated, "She did it on her own. She had a little bit of
bangs" (p. 7).

c. Mr. Guttieres did not find the art appreciation activities
challenging. He did state, however, that it might be challenging for a
child do respond to the theme, "But, it's you know, by just doing
their best, by doing your best, and whatever you can do with it. I
think it's important" (p. 7).

3. Learning Through the Activities

a. Mr. Guttieres believed that including the art visuals with the
mark-making book was a good idea. However, he stated, "It might not be
convenient for every parent, but if you have the spare time, I think
it's wonderful to take them to the art gallery. I do it sometimes. I'd
do it all the time if I could, but it's nice not only for your kid,
but for yourself, as well" (p. 6).

b. Mr. Guttieres believe the art appreciation questions were
helpful. He stated,"I think everything I wanted to ask was all in
here. So, I don't think that I wanted to add anything" (p. 6).
c. Mr. Guttieres observed that Charlene enjoyed sharing his enthusiasm for art. "I personally enjoyed the art appreciation in the beginning. I personally enjoy art, and my daughter does, too. And it shows that she does like art. So I'm really happy. Back in school I really liked art" (p. 7).

d. Mr. Guttieres observed Charlene experience multiple ways of learning. She was able to verbally and pictorially express her feelings, perceptions and ideas towards the art visuals. In the following statement Mr. Guttieres was referring to Pablo Picasso's painting entitled, "Mother and Child". He stated, "It makes her think. By being a mother you don't just feed your daughter, you give them love" (p. 7).

C. Parent's Choice of Component

Mr. Guttieres enjoying all of the mark-making book components. He stated, "I would like all of them" (p. 7). He did, however, specifically refer to the children's literature component.

1. Nature of the Activity

Every third Friday of the month, Charlene would bring home a children's book with an accompanying activity sheet. The story would be read then Mr. Guttieres and Charlene would each chose a favourite illustration to talk about. The activity would conclude with Charlene being invited to draw a picture in her mark-making
book in response to the theme.

2. Value of the Activity

Mr. Guttieres enjoyed spending, as he stated, "quality time" (p. 1) with Charlene. He was able to observe her enthusiastic behaviour as they participated in the activity together.

3. Learning Through the Activity

Mr. Guttieres believed he learned something new with each book Charlene brought home from school. He stated, "I learned something by reading a children's book. You know, I'd say, "Hey I didn't ever read this before. It's kind of exciting you know for your daughter. Then you ask a question after, and you know you'd ask her what she liked the most about the story and she would tell you. It shows what she picked-up or what she learned from that book that you just read her" (p. 8).

3. Mark-Making Book as a Link Between School and Home Learning

Mr. Guttieres believed that the mark-making book was very useful for both the parent and teacher. He stated, "It shows you, how your child is doing in school and how she participates in all the activities in school. You would see in the mark-making book how she would progress and -- like in her work. I think she's done an excellent job. From day one you compare the drawings that she did
first time and up to this time. I mean it really shows that she has really come a long way. I think every kid should do that. It's a way of communicating between teachers and parents" (p. 8).

4. Other

Mr. Guttieres stated, "I'd like to be an artist, but it's just that fact that my parents said, "Oh, you're not going to make any money in drawing pictures, I mean that's why I was kind of disappointed. That's why I like it to be there for my daughter. I think it's kind of important because kids sometimes cannot show their true feelings. But drawing into a paper or something, it really shows you what they feel inside or that they wanted to portray" (p. 5).

4.3d) Interview # 2 - Mr. Guttieres

1. Mark-Making Book - Purpose and General Use

A. Response to the mark-making book's use over an extended period of time

Mr. Guttieres stated, "Well, now I feel more comfortable using the mark-making book than when we first started using it. It seems like Charlene can just draw by herself. She needs very little help now from what I can see. You know she can pretty much draw what she sees. Like a shape, you know. She can draw it just by looking at it. But, I think that's one great thing about this mark-making book. It teaches
her to draw shapes, and you know all that kind of stuff" (p. 1).

Shift:

The parent's apprehensive attitude towards the concept of the mark-making book changed once the family began participating in its use.

Int. # 1 The parent realized there was value in the use of the mark-making book. It was a pleasurable and meaningful learning experience.

Int. # 2 The parent became more confident with the role of "co-teacher" the longer he used the mark-making book with his child. Parent was especially impressed with his daughter's drawing progress.

2. How the Mark-Making Book was Used?

The Guttieres family began spending more time using the mark-making book with Charlene. Mr. Guttieres stated, "When she brings the book home, it says 20 minutes, but we actually spend more time, now. Mr. Guttieres stated, "...it becomes a routine for me and my wife to just work with my daughter, you know -- on the weekends -- on Saturday night, or whatever, Sunday night...I think that it becomes part of our life -- using this mark-making book" (p. 1). The family continued to enjoy using the mark-making book in the bedroom. On occasion, however, it was taken along when the family went to visit with grandparents.
The parent stated that the use of the mark-making book shifted to include Sunday evening; it travelled to grandparents homes; and, its use became a routine.

C. Affective Response to the Mark-Making Book

1. Mr. Guttieres maintained that he enjoyed participating in the mark-making book experience with Charlene. He stated, "We seem to have a lot of fun using it, and we just got carried way" (p. 1).

The parent valued the "quality time" spent with his child. He also observed that the use of the mark-making book supported parent-child communication.

The parent emphasized the "fun" associated with the activity.

2. Mr. Guttieres observed that Charlene continued to enjoy participating in the mark-making book experience. He stated, "I'd say a month after the mark-making book was introduced to her, we're seeing more and more of her drawing" (p. 2). Mr. Guttieres continued by saying, "I think she enjoys them (the mark-making book activities) very much so. She comes home from school on Friday and says,"Mommy, Daddy this is what I have to do! I mean it's just Friday. Relax! We'll do it on maybe Saturday. Everytime she comes home on Friday, it's like let's do this, now. She's so anxious to get started now on whatever
she brings home - her homework" (p. 3). Further on in the interview, Mr. Guttieres stated, "...It's good for us as parents to see that enthusiasm in our child at a very young age" (p. 4).

Shift:

Int. # 1 The parent observed his child enjoyed showing and talking about the work done in the mark-making book. In addition, child enjoyed attention received for work done in the mark-making book.

Int. # 2 The parent observed that his child looked forward to using the mark-making book.

3. Mr. Guttieres continued to believe that the use of the mark-making book was a valuable experience for several reasons:
   a. He observed that when the mark-making book traveled to his parents home, his parents were, as he stated, "...impressed that Charlene was able to do all this, you know for a young age. When I was growing up I was lucky if I was to do all these things. My parents were really impressed with her that she was able to do all these things. I think it's great" (p. 2).
   b. Mr. Guttieres also observed that using the mark-making book brought them closer together. He stated, "It's that parent-daughter bonding. It gives us time to talk and have fun at the same time" (p. 3).
   c. Mr. Guttieres also believed the mark-making book also supported Charlene's emotional development. He stated, "But this
mark-making book will help build her self-esteem and make her feel good about herself and know that she's doing great. It shows in the book" (p. 3).

d. Mr. Guttieres stated that using the mark-making book was habit forming. He stated, "Another thing I want to mention is because Charlene brings her mark-making book on a regular basis now, I've found that every Friday it sort of becomes a routine for her, you know. It's like a good habit that you have -- you have to do it to better yourself. So I think that's one of the reasons why, you know, she's getting better at drawing people. It's like me getting up at five o'clock in the morning, even on my days off. It's one of those regular things. It's a normal routine for me. Even on my days off, I get up at five o'clock in the morning. I'm up. I think that's one good thing -- you don't have a choice. You have to do it. So, it's sort of good for you. It gives you encouragement, it gives you...things to look forward to all the time" (p. 4).

Shift:

Int. # 1 The parent stated that using the mark-making book, enabled him to relive making meaning through drawing with his child. Parent believed that using the mark-making book occupied his child's time in meaningful ways.

Int. # 2 The parent stated that due to the mark-making book's portability, it traveled to the grandparents home. The mark-making was valued as a communication tool amongst family members. It supported his child's emotional development and parent-child bonding. Parent
observed that the mark-making book supported the notion of forming good habits.

D. Perceived Learning Through the Mark-Making Book

1. Mr. Guttieres believed that participating in the mark-making book experience contributed to his own personal learning. He stated, "Well, I learned that the activities that accompanied the mark-making book are not just learning how to draw and all that. There's other things besides drawing. Actually, learning from something -- like when the teacher sends the sea shells home. It's not just the sea shells. You examine it, and visualize what kind of creature lives in that sea shell. It's sort of science, as well, you know" (p. 3).

Shift:

Int. # 1 The parent stated he learned the value of outdoor play as a meaningful learning experience. Parent learned that the art visuals supported visual dialogue.

Int. # 2 The parent stated that accompanying mark-making book activities supported the development of his child's perceptive skills and imagination. He added that science was being taught through the visual awareness component.

2. Mr. Guttieres maintained that the mark-making book experience supported Charlene's learning in several ways. He observed significant changes in his daughter's approach to drawing. Mr. Guttieres stated, "It seems like Charlene can just draw by herself. She needs very
little help now, from what I see. You know she can pretty much draw what she sees. Like a shape, you know. She can draw it just by looking at it. I think that's one great thing about this mark-making book -- it teaches her to draw shapes, and you know all that kind of stuff" (p. 1). Further on in the interview, he stated, "Absolutely! Guaranteed change in terms of how to draw the hands. Before it was just a stick. Now it's more of a shape not just a line you know. It's a big change" (p. 4). Mr. Guttieres also observed his daughter was involved in activities that supported learning through science and the use of one's imagination. He stated, "...my daughter learns about science and nature. My daughter will be able to imagine what kind of creature lives in the sea shell. So, I think that science and by using her imagination, she will be able to draw that creature living in that sea shell" (p. 3).

Shift:

Int. # 1 The parent stated that he observed that his child learned through adult guided activities, playful interaction, and shared ways of knowing.

Int. # 2 The parent noted significant changes in child's way of drawing. His child was becoming more familiar with the elements of design. In addition, parent observed that his child was learning about science and her perceptive skills were developing.
2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mr. Guttieres and his wife chose to continue with parent-initiated activities based on visual awareness. He stated, "You know, we got her mittens and jackets. We felt, you know, the textures and we showed her how it was done, was made, and a zipper. You know, we made her feel how it was made and how it felt.

Shift:

Int. # 1 & # 2 The parent stated that parent-initiated activities occurred outdoors.

2. Value of the Activity

Mr. Guttieres believed there was value in this activity. He stated, "We take for granted what we wear, now, in the winter time. We don't realize there's more to it than meets the eye (p. 4)."

Shift:

Int. # 1 The parent associated the activity with childhood memories of play.

Int. # 2 The parent observed that specific family values could be taught through the mark-making book.
3. Learning Through the Activity

Mr. Guttieres believe this was a meaningful learning experience. He stated, "This is actually a learning experience for her...we were actually trying to, you know trying to make her draw some of her outer wear. But, then she insisted that we show her how to draw a jacket and then we sort of mentioned it to her that we shouldn't. But, then she said, "Please Daddy, can you just do it for me?" I said, "OK, honey, I'll do it for you. Then she saw me, you know, drawing the jacket. I guess by drawing it for her, it made her think about myself and her mom. We're interested in her, the things she learns. Then she filled in the rest and coloured the jacket, and next time she can start thinking how to do her own jacket next time" (p. 5).

Shift:

Int. # 1 The parent observed that his child was able to recall experiences through drawing in the mark-making book

Int. # 2 The parent stated that he was able to support his child's way of drawing.

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday of the month, Charlene would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and her parents would sit together, look at the art visuals, and use the questions as a guide to talk about the
art work and the artist. The activity would conclude with Mr. and Mrs. Guttieres inviting Charlene to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Mr. Guttieres maintained that it was worthwhile teaching art appreciation to young children. He referred to a drawing Charlene did based on the, "Sea Creature", theme. He stated, "I think she did a fantastic drawing. By looking at the picture, and the shapes, and the colour. Just by looking at it, you can visualize it in your mind what kind of texture, or how it feels" (p. 5).

Shift:

Int. # 1 The parent stated he regretted not experiencing such learning during his early childhood.

Int. # 2 The parent stated that he was impressed to observe his child expressing through drawing like ideas as those of the artist.

b. Mr. Guttieres maintained that both he and his wife continued to enjoy doing the art appreciation activities with Charlene. They valued the opportunity of spending "quality time" with their daughter. Mr. Guttieres stated, "Well, the most enjoyable is doing it with our daughter and working with her and by just seeing her drawing different shapes and colouring different things and -- it's excellent" (p. 6).
The parent stated he enjoyed observing his child express personal feelings, perceptions, and ideas through drawing in response to the themes depicted in the art visuals. Parent enjoyed engaging in visual and verbal dialogue with his child, thus learning from one another's point of view.

The parent stated he enjoyed the "quality time" spent with his child.

c. Mr. Guttieres did not find the art appreciation activities challenging in terms of difficult to do. He stated, "Actually, no there wasn't anything challenging about it. As usual, she's willing to do it or work with us. There's nothing challenging for her" (p. 6).

The parent's anticipated concern that a child might have difficulty responding to the theme was not expressed as in interview one.

3. Learning Through the Activity

a. Mr. Guttieres continued to believed that using the mark-making book with the accompanying coloured art visuals was still a good way to teach Charlene about art appreciation. He referred to Matisse's painting entitled, "Goldfish". He stated, "...by looking at the picture, the shapes, and the colours...you can learn from it. He continued to say, "...my daughter could count how many gold fish were in there...the shape of the leaves" (p. 5). As a result, Mr. Guttieres
believe Charlene drew what he thought was a, "...fantastic drawing," in her mark-making book.

Shift:

Int. # 1 The parent stated that he observed his child was learning to engage in visual and verbal dialogue through the use of the art visuals.

Int. # 2 The parent observed his child was developing perceptive skills, learning about the elements of design in a different context, as well as simple math concepts.

b. Mr. Guttieres considered the accompanying art appreciation questions helpful. He stated, "I probably wouldn't know where to start. I'm glad that these questions that they sent home -- instead of us coming up with the questions that we wanted to ask our daughter. What she thinks about this art appreciation. It's set up for us, you know. It's like a guideline where we ask our daughter what she thinks about it, and why? What she sees in the painting? What part of the painting interests her the most? It's a good thing that we have these questions because we don't teach art appreciation to our kids by ourselves. By having these art visuals and questions, we have these guidelines. It's very good. It's a learning experience for us, as well" (p. 5).

Shift:

Int. # 2 The parent stated that using the art appreciation
questions gave a parent a better idea as to how to proceed with the activity.

c. Mr. Guttieres observed that he personally learned more about art and artists by using the art appreciation activities with Charlene. He further stated, "I like art myself so I like to, you know, instil that in my daughter's young mind -- that art appreciation is very important for everyone, you know. Not just the drawing part of it, but what you can learn from it" (p. 6).

Shift:

Int. # 1 The parent stated that he learned that his child shared his love for art.

Int. # 2 The parent believed the experience offered him an opportunity to learn more about art and artists.

d. Mr. Guttieres observed that aside from learning about the elements of design, Charlene was given the opportunity to talk about the art visual from her point of view. He credited the art appreciation questions for enabling this learning to occur. He stated, "It's like a guideline where we ask our daughter what she thinks about it, and why? What she sees in the painting? What parts of the painting interest her the most? It's a learning experience for us, as well" (p. 5).
The parent observed his child was able to verbally and pictorially express personal feelings, perceptions, and ideas about works of art. He observed that the activities supported development of critical thinking skills.

C. Parent's Choice of Component

1. Nature of the Activity

Mr. Gutiérrez chose to refer to an activity based on the "Sea Creature" theme that combined visual awareness, one's imagination, and pictorial production. Charlene, along with her parents, was invited to examine the sea shell in terms of the elements of design; imagine what kind of little creature might have lived in the sea shell; then draw a picture in the mark-making book in response to the experience.

The parent recognized value of another mark-making book component.

2. Value of the Activity

Mr. Gutiérrez admitted this family enjoyed doing this activity. He stated, "By doing these activities, we had a lot of fun. The one I'm referring to is the sea shell activity. After drawing all kinds of sea shells and shapes and forms -- we had fun. And, then we wound up colouring them, and painting -- painting them, actually" (p. 6).
3. Learning Through the Activity

The visual awareness activity is the one I chose because we sense that she's making visual contact with the things that she sees and feels; and, she will be able to see things and draw"(p. 6).

3. Mark-Making Book as a Link Between Home and School Learning

Mr. Guttieres saw value in the mark-making book experience as a communication tool between the child, the parent, and the school. He stated, "Your kid can learn so much, and you can learn so much from your kid, and what they learned at school" (p. 3). Further on during the interview, Mr. Guttieres stated, "Actually, the mark-making book
is very useful because we could actually see our daughter's progress. You know, how she's doing in school. It's there for us to see how much better she's getting in terms of drawing her shapes and colouring. It's excellent (p. 6)!

Shift:

Int. # 1 The parent valued the mark-making book as a communication tool in terms of what learning occurred at school and a tangible record of his child's learning progress.

Int. # 2 The parent learned in many ways through the use of the mark-making book.

4. Most Valuable Characteristic of the Mark-Making Book

Mr. Guttieres found the mark-making book experience most valuable in terms of being able to observe his daughter's learning progress, and being able to spend more time with her. He stated, "We can go back and see and look how good she's doing. And, another thing was you know, the time we spent with our daughter working with the mark-making book. You know it gives us quality time by doing it" (p. 7).

Shift:

Int. # 1 Prior to its use, the parent questioned the value in the mark-making book.

Int. # 2 The parent stated that both he and his wife found value in the mark-making book in terms of the "quality time" spent with their child; and, its value as a reflective tool.
5. Continued Use of the Mark-Making Book

Mr. Guttieres recommended the mark-making book continued use at the nursery level. He stated, "Absolutely! I think it should be continued because I think it's very important that they have this mark-making book. It's sort of a good start for kids to have this. By having this mark-making book it gives them something to build on. It gives them confidence and other things like being able to appreciate art" (p. 7).

6. Other

When Mr. Guttieres was asked if he wanted to comment on anything else in reference to the mark-making book, he made the following comments. "Yes, actually, I'd like to talk about this little poem that her teacher put in her mark-making book. It's, "Under the dark there is a star". And, actually, by just reading this poem she'd be able to imagine drawing a star. And, then it says, "Under the star there is a tree. And, then she draws a tree under a star. And, then it says, "Under a tree there is a blanket. And, she actually drew a blanket. And, "Under a blanket there is me. And, she actually did draw herself. I think it's wonderful. I was so impressed, you know, about her. By just reading this poem, she actually visualized and think that she could be able to draw these things by just imagining" (p. 7).

Mr. Guttieres believed that as a result of the mark-making book, Charlene began to constantly draw whenever the opportunity arose. He
stated, "I'd say a month after the mark-making book was introduced to her. We're seeing more and more of her drawing -- even sometimes in the car -- even sometimes shopping. I mean she's asking us for a piece of paper and a pen. When we go grocery shopping the kid gets bored. She wants to do things instead of running around the shopping mall. She likes to do things like sit around the shopping cart and then she asks you for a piece of paper and a pen. Then she starts drawing things. Even when we're at other people's homes, like my parents' home, you know, instead of watching TV, I've noticed now she likes to sit down and draw" (p. 2). Mr. Guttieres believed the reason why she was behaving in this manner was due to, as he stated, "...because I think we encourage her a lot. Whatever she does or whatever she draws, we always give her a positive, you know. We always acknowledge what she draws and we tell her how beautiful it is, and that sort of thing. I think that's a very important thing for kids to hear, especially from her parents or from her teacher. Give her a pat on the back and say, 'You know, you're doing great.' It's very very important for kids to know that they're doing great" (p. 2).
4.4) Case Study #4 - The Lee family

4.4a) Family Portrait

Mr. and Mrs. Lee are originally from eastern China. Both are professionally trained. Mr. Lee holds an undergraduate degree in science from his home country, in addition to an M.A. and a Phd in biological science from the University of Manitoba. Presently, Mr. Lee is a research biologist with Manitoba Institute of Cell Biology which is affiliated with the Cancer Foundation, at the Health Sciences complex, in Winnipeg. As of September 1996, however, he will be doing post doctoral work at Harvard University. Mrs Lee was a practicing architect in China for four and a half years before she immigrated to Canada. Since Mrs. Lee is unable to practise her profession while living in Manitoba, she chose to work towards a computer science degree at the University of Manitoba. Mr. and Mrs. Lee were married in China, but were temporarily separate in 1986 when Mr. Lee was awarded a graduate scholarship to study at the University of Manitoba. Although it was a trying time for the couple, Mr. Lee stated, "It was the only way to leave China." Mrs. Lee joined him in 1988. Several years later their only child Lingling was born. The family chose to live in this neighbourhood due to the proximity of Mr. Lee's place of work, the availability of good quality daycare facilities, and close friends. This arrangement allows Mrs. Lee to freely continue her university studies knowing that Lingling is well cared for during the day at the daycare centre, and if necessary, in the evening while
staying with friends. The main language spoken at home and within their social circle is Mandarin. The Lee family adamantly believe in maintaining their cultural and linguistic heritage.

4.4b) Lingling Lee - nursery child - age four

Lingling was in full-time attendance at a daycare centre since the age of two. This enabled her to acquire the English language before she began attending Wellington School's nursery program. At home, as with most children, Lingling watched children's programming on television and played with toys. Mrs. Lee, however, would spend a good deal of time drawing with her, and reading to her in both in Mandarin and in English before bedtime.

Lingling was a very enthusiastic learner when she attended the Wellington School nursery program. She was able to adjust easily since she was fluent in English, and was familiar with a daycare setting. Lingling was very attentive during circle-time, and she was willing to share her thoughts and ideas on various topics. She preferred working at the craft table, painting, drawing, looking at books and playing in the house centre. She would usually be observed chatting with her friends or comparing her work with others while drawing or painting. Lingling enjoyed working in the mark-making book whether during free play or during mark-making book time. Lingling made sure she made at least one entry. On occasion, she would complete several pages before she put her mark-making book away.
4.4c) Interview # 1 - Mrs. Lee

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1. Mrs. Lee recognized the merits of the mark-making book from the outset. She thought the mark-making book and it's accompanying activities were, "a good idea", for both the child and the parents. Mrs. Lee stated, "I always thought that I couldn't really help Lingling in her learning, but this is an opportunity for me, now" (p. 1).

2. Mrs. Lee believed the most valuable characteristic of the mark-making book was it's role in documenting her child's learning. She stated, "It's going to be a start for her -- to write a history for herself" (p. 1).

2. How the Mark-Making Book was Used?

Since Mrs. Lee had more spare time, she chose to work with Lingling in the mark-making book. Mr. Lee only occasionally participated if he wasn't working late at the Health Sciences Complex. The mark-making book was used during the day both on Saturday and Sunday. Mrs. Lee and Lingling usually spoke Chinese as they worked in the mark-making book. Mrs. Lee stated, "Because I come from China, I certainly would like her to keep-up with some Chinese. I hope she can speak Chinese and English" (p. 3). Once the housework was done, Mrs.
Lee and Lingling would settle at the coffee table in the living room to work in the mark-making book. They would spend at least 20-30 minutes each day. Usually, Lingling would draw independently in the mark-making book, or with the supervision and assistance of her mother.

Jenny Wong, a friend of Lingling's, who also attends the Wellington School nursery program, regularly visited with Lingling. Both the Lee and Wong families were friends and lived in the same building. Should Jenny come visiting when Lingling was working in her mark-making book, she would be invited to get her's so they could work together. Both little girls would work side by side conversing, and comparing as they drew.

C. Affective Response to the Mark-Making Book

1. Mrs. Lee enjoyed using the mark-making book with Lingling. She especially enjoyed watching the playful interaction between Lingling and Jenny as they both worked in their mark-making books. She stated, "It's really good, and they both want to be good, and they both tried to show me what they did. I was really excited. I enjoyed it" (p. 2).

2. Mrs. Lee observed that Lingling looked forward to the times they used the mark-making book. She stated, "Also, she really enjoys working in it every time. I ask her do you want to work in your mark-making book? She gets really excited" (p. 1). Further on, Mrs. Lee stated, "The first thing she showed me was her mark-making book,
3. Mrs. Lee believed using the mark-making book with Lingling was a valuable experience for the following reasons:

a. They were both able to spend quality time together.

b. She observed that Lingling was motivated to learn through its use. She stated, "The first thing she showed me was her mark-making book, and what they did during the week" (p. 2).

c. Mrs. Lee was pleased that Lingling was able to experience using the mark-making book. She stated, "When I was a child, I didn't feel that much attention was given to the development of my artistic skills. I think it's very important, so I think this is a good time for my daughter to start. I really don't want her to miss this part of her education" (p. 6).

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Lee believes the use of the mark-making book was a valuable learning experience. She stated, "The most enjoyable was the learning experience" (p. 5). She recalled a visual awareness activity which invited the family to go out and experience the fresh fallen snow. Mrs. Lee took a camera along to photograph the experience. She stated, "During the first snow fall, we built her the first snowman. She really was excited. We took a picture" (p. 2). When the family returned home, Lingling was invited to draw a picture in response to what she did outdoors. Later on, the photograph of her and the snowman was glued into her mark-making book.

2. Mrs. Lee believed using the mark-making book was a meaningful
learning experience for Lingling. She stated, "Lingling certainly
learned such things like: how to count, she recognizes colours and
shapes. And, she even write some Chinese words. She likes it. I'm
really excited" (p. 3). Mrs. Lee observed progress in Lingling's way
of drawing. She did, however, state the following, "I usually draw a
picture and Lingling follows me. That way I think she learns. I think
she learns better. If I draw everything, she finds it too difficult.
But, if I draw just one line by line, she sees it. She can follow me.
After I'm done, she finishes everything. I think it's a good way,
also" (p. 6).

2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mrs. Lee will occasionally take the opportunity to show Lingling
how to write Chinese characters. This parent-initiated activity takes
on the form of Mrs. Lee using a Chinese newspaper to show Lingling how
simple Chinese words are written. She will then show Lingling how to
write each character that represents the word. The mark-making book is
used as a means of recording Lingling's attempts at writing Chinese
characters and words.

2. Value of the Activity

The Lee family value their cultural and linguistic heritage. Mrs
Lee stated, "I don't want her to miss the chance. I know some people who were born in China -- they have a child who can't speak Chinese. It's too bad" (p. 3). Both she and Lingling enjoyed doing this activity. Mrs. Lee stated, "She's always so excited to find a word that she knows." (p. 3).

3. Learning Through the Activity

Aside from learning to write Chinese characters in her mark-making book, Lingling was also encouraged to learn how to print the English alphabet, learn how to count, and write numbers. "She's really proud of herself. She can do it" (p. 3) stated Mrs. Lee.

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, Lingling would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and Mrs. Lee would both look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude by Mrs. Lee inviting Lingling to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Ms. Lee felt that the art appreciation activities were worth-while teaching young children. She stated, "Yes, I certainly
think so." Mrs. Lee continued to say, "This is a good way to tell a story. Children are always interested in a story" (p. 4).

b. Mrs. Lee felt that the most enjoyable aspect of the art appreciation activities was how enthusiastically Lingling responded to each art visual. She referred to Ted Harrison's painting entitled, "Sled of Dreams". Mrs Lee stated, "Yes, she certainly saw the animals -- the dogs, the birds, and the moon -- she was excited. Lingling always liked the animals and things like that" (p. 5).

c. Mrs. Lee admitted that the art appreciation activities were challenging from the outset. She stated, "Well, it certainly is not very easy at the beginning, but during the process of this mark-making book, she learned how to concentrate and how to discipline herself -- now, that's the start of education." If she goes to school, she certainly has to concentrate, to sit down, to be able to learn" (p. 5).

3. Learning Through the Activities

a. Mrs. Lee believed that using the mark-making book with the accompanying coloured art visuals was a good way to teach Lingling about art appreciation. She observed that each art visual was a good quality reproduction and the images were age appropriate. She stated, "Because the drawings that the artists have made are of best quality. Also this picture shows the age of my child" (p. 4).

b. Aside from the fact that Mrs. Lee found the accompanying art
appreciation questions helpful, she had no further comments to make.

c. Mrs. Lee believed that the art appreciation activities were a meaningful learning experience. Mrs. Lee stated, "Just like Lingling, I learned how to appreciate the colours, and the activity in the picture -- it made me think, and feel something" (p. 5).

d. Mrs. Lee observed that the art appreciation activities provided meaningful learning experiences for Lingling. She referred to Ted Harrison's painting entitled, "Sled of Dreams", when she stated that Lingling learned to, "appreciate the colours, and the activity in the picture" (p. 5). Mrs. Lee also observed that Lingling enjoyed sharing her interpretation of what was happening in the art visual. Mrs. Lee continued to say, "She certainly was excited. She liked the snow. She could describe the sky" (p. 5). She can tell me everything. She can tell me the story about it" (p. 4). Lingling's feelings, perceptions, and ideas towards the theme of the art visual were reflected in the drawing she drew in her mark-making book.

C. Parent's Choice of Component

1. Value of the Activity

Mrs Lee found value in all four mark-making components. She had no specific preference. Mrs. Lee observed that both she and Lingling were presented with different learning experiences while using each one. Mrs. Lee stated, "One is not enough. Each of the four components presents a different way of teaching children" (p. 6).
2. Mark-Making Book as a Link Between School and Home Learning

Mrs. Lee recognizes the mark-making book as an excellent communication tool between home and school. She admits, "Yes, it certainly is a reminder for me, and I think for Lingling and for her teacher. Every time I saw the mark-making book, I appreciated what she had done and how she has developed. Also, I really want to make things better. I want her teacher also to know that parents are helping their children" (p. 6).

3. Other

On several occasions Mrs. Lee has shown the mark-making book to friends who also have young children in other nursery programs. They were impressed with the idea, but on the other hand, were disappointed that they and their children haven't been able to participate in such a meaningful learning experience.

The title, "Mark-Making Book", was appealing to Mrs. Lee. She stated, "I think that it's a beautiful name" (p. 1).

4.4d) Interview # 2 - Mrs. Lee

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

Mrs. Lee continued to believe the concept of the mark-making book was "a good idea". She did, however, admit that she needed to
experience using the mark-making book to appreciate it's value. She stated, "At the beginning, I was not very sure what we were going to do or what we were going to learn. Now, during this time, the more we use it the more we like it" (p. 1).

Shift:

No shift in attitude occurred during the first and second interviews.

Int. # 1 The parent stated the mark-making book concept was a "good idea".

Int. # 2 The parent stated that the extended use of the mark-making book reinforced the notion that it would be a valuable learning experience.

B. How the Mark-Making Book was Used?

The use of the mark-making book became a routine for both Mrs. Lee and Lingling. Mrs. Lee continued to accompany her daughter with the use of the mark-making book during Saturday or Sunday for at least 30 minutes. Ling Ling still preferred to work at the coffee table in the living-room. On occasion, Mrs. Lee would invite Jenny to come and join Lingling since both children enjoy each other's company while they work in their mark-making books. The use of the mark-making book, however, did become a shared responsibility between the both the Lee and Wong families. Since Mr. Lee works late hours, and at times Mrs Lee needs to study, she was pleased that the Wong family was willing to include Lingling when they are working with Jenny in the
mark-making book. Both families have been close friends for quite some time so this was a pleasurable arrangement.

**Shift:**

**Int. # 2** Both the Lee and the Wong families began sharing the responsibility of using the mark-making book with each other's children.

**C. Affective Response to the Mark-Making Book**

1. Mrs. Lee enjoyed using the mark-making book with Lingling. She stated, "Yes, I enjoyed it. That's the time I can share with my daughter and learn with my daughter. It brings us closer together. Sometime I was so busy, but I always make time for that" (p. 2).

**Shift:**

**Int. # 1** The parent stated she enjoyed observing the playful interaction between her child and a visiting friend as they both used their mark-making books.

**Int. # 2** The parent observed using the mark-making book supported parent-child bonding.

2. Mrs. Lee believed that Lingling enjoyed using the mark-making book. She stated, "Yes, I think so. Just like me, she wants the weekend to come. It's become like a schedule. Every weekend she had to do the work, and she also enjoyed being with me to do the job" (p. 2).
Shift:

Int. # 1  The parent observed her child enjoyed showing what was done in the mark-making book at school. The child enjoyed using the mark-making book. Parent observed her child enjoyed the attention received for the work done in the mark-making book.

Int. # 2  The parent stated her child looked forward to using the mark-making book.

3. Mrs. Lee believed that it was a valuable experience for her and her child. She stated, "When we both work together, we are both laughing and learning at the same time" (p. 2).

Shift:

Int. # 1  The parent observed the mark-making book supported spending quality time with one's child. Her child was motivated to use the mark-making book.

Int. # 2  The parent observed that using the mark-making book was a pleasurable and meaningful learning experience for both her and her child. She regretted not experiencing such learning.

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Lee believed she personally learned from the activity sheets that were sent home every Friday. She stated, "I think they were very helpful. As a student most of the times I was busy. I don't have much time to think, but if I have a hand out like that I would be able to sit down and think, and also learn. By actually teaching my daughter. I've improved my teaching skills. I actually think this was
a worthwhile experience." She continued to say, "I realized that there are other ways to teach my daughter. Sometimes I think it's better this way for her age" (p. 2). Mrs. Lee continued to say, "I enjoyed seeing her learn many things from counting, reading, learning new words, using her imagination, drawing -- everything. I can see she's improving" (p. 2).

Shift:

Int. # 1 The parent learned that the simplest of activities such as family outings could evolve into meaningful learning experiences.

Int. # 2 The parent discovered new ways to engage her child in learning. Her child was learning more than she had anticipated.

2. Mrs. Lee believed using the mark-making book was a meaningful learning experience for Lingling. She stated, "She's has improved a lot. Basically, she learned how to count. She can count from 1 to maybe almost 100. It's a big improvement. Before she went to school she not be able to do that. Also her writing skill -- it's much better. She can certainly write things she wants. All the capitals she can write. She can already write everybody's name. She also learn to appreciate the artist's picture. She learned how to appreciate the art by visualizing it. She can put it into her imagination. She can almost put it in her picture. Mrs. Lee continued to say, "Her drawing skills have certainly improved. I was really surprised. I never thought she
had this kind of skills. I thought drawing a picture maybe a challenge for her, but now I realize for her age it's important for her to imagine things, to visualize things and why the best learning is through drawing -- not like when we're older where we learn math -- too abstract -- We can express ourselves by writing things like a diary, but certainly at her age she can write a picture -- she can express herself" (p. 2).

Shift:

Int. # 1 The parent observed the mark-making book supported her child's learning of simple math concepts, elements of design, writing Chinese characters, and ways of drawing. Her child responded to playful interaction, and through shared and guided ways of knowing.

Int. # 2 The parent observed the mark-making book supported ways of learning about letters and words. Her child's personal development was enriched by participating in the art appreciation activities. Drawing in the mark-making book allowed her child to engage in active inquiry enabling her to confidently express personal feelings, perceptions, and ideas.

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

1. Mrs. Lee addressed the issue of parent initiated activities in terms of what she had previously done with Lingling in comparison and the new learning experiences she was invited to do through the use of the mark-making book. As Mrs. Lee used the mark-making book
activities, she was able to come up with her own ideas when it came to thinking of parent initiated activities. She stated, "I've always read books to my daughter. I thought that's the way for her to learn things. But by doing the activities, the visualization, and asking my daughter questions, I realize there are other ways to teach her. Also, it's better. Sometime I think it's a better way for her age because when asking questions she's always interested. By reading sometimes, she doesn't seem interested" (p. 2). Mrs. Lee specifically found visual awareness a change. She stated, "I think so" (p. 3).

Shift:

Int. # 1 The parent came to value new ways of teaching as a result of using the mark-making book and accompanying activities. Parent observed that use of the mark-making book supported the family's linguistic and cultural heritage.

Int. # 2 The parent explained that she experienced the value of other ways of learning.

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, Lingling would bring home the mark-making book that included an attached art visual and accompanying art appreciation questions. She and Mrs. Lee would both look at and talk about the art visual using the questions as a guide to talk about the art work and the artist. The activity concluded by Mrs. Lee inviting
Lingling to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Mrs. Lee believed that it was worthwhile teaching art appreciation to children at such a young age. She stated, It's never too early to learn about art appreciation. It's like visualization. No different. Mrs. Lee was referring to Matisse's painting entitled, "Goldfish", when she stated, "They all liked the picture of the fish. They enjoyed the colour, the shape of the fish, the story about the fish. It's a very good way to learn about this" (p. 3).

Shift:

Int. # 1 The parent observed that the art visuals were a means of springboarding into oral storytelling.

Int. # 2 Art visuals motivated her child to engage in visual and verbal dialogue.

b. Mrs. Lee found doing the art appreciation activities very enjoyable. She once again referred to Matisse's painting entitled, "Goldfish", when she stated, "After we talked about and appreciated this picture, I asked my daughter to draw something. She drew a tank but the fish was above it in mid air, not in the water. I asked, "Why?". She said, "The fish wanted to get out of the water and wanted to stay outside. She has a very good imagination. She thought the fish
was a bird -- it had wings" (p. 4).

Shift:

Int. # 1 The parent enjoyed observing her child's enthusiasm as they both participated in the art appreciation activities.

Int. # 2 The parent enjoyed observing how her child used ways of problem-solving through drawing to express her imagination.

c. Mrs. Lee didn't find anything challenging about this activity. She stated, "No, not really. We enjoyed it and she enjoyed it most of the time. However, she continued to say, "One time there was an art visual that she had difficulty interpreting what it was. It was a painting by Vincent Van Gogh, entitled, "Starry Night". It was probably too abstract for her to understand. When I asked her questions about it, she answered in an absolutely different way than I thought." Mrs. Lee continued to say, "I tried to teach her how to enjoy this picture. I tried to show her the wind, but she had difficulty seeing it. But you can feel the wind in the picture, just by the way you feel. She had difficulty putting it into her works" (p. 5). However, Mrs. Lee in her own way was able to eventually explain the concept to Lingling. She stated that, "Yes, she started feeling something. So the next time she sees a picture, she can talk about what she sees and how she feels about it" (p. 5).
Shift:

Int. # 1 The parent, initially, found the art appreciation activities challenging due to her child's inattentive behaviour. The parent observed, however, as time passed, that the child learned to become more attentive.

Int. # 2 The parent was also confronted with problem solving situations when attempting to engage in visual and verbal dialogue with her child.

3. Learning Through the Activity

a. Mrs. Lee believed that including the art visuals in the mark-making book was a good way to teach art appreciation. She stated, "Yes, it is. I think it's a good idea to glue on the page because most of the time she goes back to look at it. Every time she will learn something different. It is good. If it's taken away, you'll forget. Because it's glued into the mark-making book, you can refresh your memory and learn things" (p. 4).

Shift:

Int. # 1 The parent noted that the art visuals were of good quality, and were age-appropriate for her child.

Int. # 2 The parent observed that her child would independently turn to the art visuals glued in the mark-making book, and would then reflect on the learning experience.

b. Mrs. Lee believed that the art appreciation questions were useful. She stated, "Yes, they're helpful. The questions are
usually the ones I would have asked. She continued by saying, "Sometime maybe I'd ask her, 'What do you think? What did you learn? What do you know?' She probably can't imagine more than that" (p. 4).

Shift:

Int. # 2 The parent stated she became empowered to ask questions of her own design.

c. Mrs. Lee stated, "I realized that if I'm able to explain it in some way, she'll be able to understand. She continued by saying, "You always have a different approach. In this way I learned how to teach" (p. 5).

Shift:

Int. # 1 The parent developed more of an interest in art as she engaging in the art appreciation activities with her child. Parent independently explored various teaching strategies to enable her child to benefit from the learning experience.

d. Mrs. Lee believed that Lingling experienced meaningful learning while participating in the art appreciation activities. She stated, "Lots! Like what kind of colours, how many different colours, and shapes. How to use colour in different ways. Through the art visuals she also learned to express her feelings. She was able to feel
something about the picture" (p. 5). The activity concluded with Lingling drawing a picture in response to the theme of the art visual.

Shift:

Int. # 1 The parent observed her child verbally and pictorially express personal feelings, perceptions, and ideas about the works of art. She also observed that the use of art visuals supported learning about elements of design; and were a means of springboarding into oral storytelling.

Int. # 2 The parent noted growth in terms of her child's ways of learning as a result of participating in the use of art appreciation visuals.

C. Parent's Choice of Component

1. Nature of the Activity

Mrs. Lee chose to talk about a visual awareness activity that both she and Lingling initiated. Mrs. Lee stated, "Helen brought home a yellow flower (a daffodil from school). She really enjoyed the colour -- the shape" (p. 6). Mrs. Lee encouraged and supported Lingling through the whole experience. She stated, "Everyday she watered it to help it survive. She said her teacher told her so. She even drew a picture of it because she knew that some day the flower would die and she would not be able to see it" (p. 6).

2. Value of the Activity

Mrs. Lee believed this experience they both shared was very
special. She thought the picture Lingling drew was, in her words, "a beautiful picture.". However, she stated, "One day the flower died. She was so sad. Lingling said, "I watered the flower everyday. What happened" (p. 6)? Mrs. Lee believes the flower will always in Lingling's memory because it had been drawn.

Shift:

Int. # 2 The parent came to value drawing as a special way of making meaning.

3. Learning Through the Activity

Lingling was learning the value of drawing in terms of recording the special moments that occured her life. Mrs. Lee stated, "I had to explain to her what happened. By that she learned that plants die" (p. 6). Mrs. Lee believes the flower will always be in Lingling's memory because it had been drawn in the mark-making book.

Shift:

Int. # 2 Both parent and child learned about the multidimensional nature of drawing.

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Lee stated, "It's very important to know what my daughter is learning in school. That's a good way to find out. I look to see what she did in school. I realize what she learned; I realize what I should
teach her at home. I think that by doing the teaching at home will
maybe encourage the teacher at school to realize that the parents also
want their child to get a good education." (p. 6).

Shift:

Int. #1 The parent supported the notion that the mark-making
book was a valuable communication tool linking school
and home learning.

Int. #2 The parent stated she was more enthusiastic about the
notion of the mark-making book linking home and school
learning since she had used it over an extended period
of time.

4. Most Valuable Characteristic of the Mark-Making Book

Mrs. Lee stated, "I think it's valuable by helping my daughter to
achieve school work. All the effort can have good results. I saw my
daughter's potential. It really encouraged me to teach my daughter,
and encouraged her to learn in the future" (p. 6).

Shift:

Int. #1 The parent stated she anticipated that the most
valuable characteristic of the mark-making book was
its role in documenting her child's learning
development.

Int. #2 The parent identified several valuable characteristics
of the mark-making book. They were as follows: it
supported her child's learning development; she
observed her child's learning potential; the experience
taught her the value of teaching one's child; it made
her a better teacher.
5. Continued Use of the Mark-Making Book

Mrs. Lee defines the mark-making book as an efficient way to support a child's learning, and is developmentally appropriate for this age. Mrs. Lee stated, "I would like to recommend to all the school that this is a really good way for the nursery age child. It's a wonderful way to learn. Also, I think it's an efficient way because the child's characteristics are suitable for it" (p. 7).

6. Other

Mrs. Lee stated, "I really appreciate the effort the teacher has shown by teaching nursery age children. It's very difficult. These children haven't gone to school before, and have had known no discipline. But, this program is very good, especially the mark-making book. It's just like a milestone for a child this age. I think my daughter will always keep this mark-making book as a reminder, as a memory for both of us" (p. 7).

4.5) Case Study # 5

4.5a) Family Portrait - The Reyes Family

Mr. and Mrs. Reyes are both from different racial and cultural backgrounds. Mrs. Reyes is Canadian born of English-Irish parentage. She completed grade 12 at a local high school and chose to attended college where she studied two years of business accounting. Mrs. Reyes
furthers her education by taking evening taxation courses. In the spring she works evenings with a local taxation firm processing taxation returns. During the day Mrs Reyes stays home and cares for their two young children: Bobby, age 4, and Cathy, age 3. Mr. Reyes is first generation Canadian of Filipino decent. He and his older brother immigrated from the Philippines to Canada with his grand parents 10 years ago. Mr. Reyes completed grade 10 at a local Winnipeg high school, and is currently working as a welder's apprentice. Mr. and Mrs. Reyes belong to very supportive families. Both sets of grandparents care for the children when necessary. Once the couple married, Mrs Reyes' grandmother offered them her home at a reasonable rent. This arrangement worked out well since the rent was manageable; the home is close to where Mr. Reyes' parents live; and Mrs. Reyes' can walk the children to school.

4.5b) Bobby Reyes - nursery child - age four

Bobby was accustomed to staying at home with his mother and younger sister before he began attending Wellington School's nursery program. Both children would be read to on a regular basis, and taken on family outings such as visits to the zoo. During the day they were allowed to watch children's programming on television or Disney movies, use colouring books, and to play with toys. Mrs. Reyes parents introduced Bobby to pen and paper. There was no specific emphasis placed on drawing or printing. Bobby was left alone to do as he
pleased.

Bobby was an eager and willing little "student" when he first started Wellington School's nursery program in the fall. He took this role very seriously, and on occasion would caution other children on their behaviour while at play. Bobby enjoyed all aspects of the nursery program. He was an attentive listener during circle time, and definitely expressed his opinion when asked. Bobby's choice activities included sand and water play, story time, constructing at the craft table, and playing with toys. Although his drawing skills were undeveloped, Bobby still enjoyed the act of drawing. He never chose to used the mark-making book during free play, but he did willingly participate during mark-making book time. On several occasions he insisted on completing his picture before he would consider going home.

4.5c) Interview # 1 - Mrs. Reyes

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1. When Mrs. Reyes was first introduced to the mark-making book concept during the first parent-teacher interviews in September, she was not impressed with the idea. She stated, "I thought it was just a big colouring book" (p. 1).

2. Mrs. Reyes would not attribute any value to the use of the
mark-making book. She stated "I didn't see any point to it" (p. 1).

Shift:

The parent's attitude towards using the mark-making book eventually changed as a result of regularly using it with her child on weekends, and observing the drawings he did during school hours. From her point of view, the parent noticed impressive changes in her child's learning development. The mark-making book became a meaningful tool for his self-expression. He became more confident in his drawing ability; his perceptive skills developed; and he became more expressive with his speech -- all of which she attributed to the use of the mark-making book. The parent realised that she was having fun as well as learning along with her child.

B. How the Mark-Making Book was Used?

Mrs. Reyes and Bobby usually worked in the mark-making book on Saturdays and Sundays. Initially, it was an effort to use the mark-making book on a regular basis. At the beginning of the year, Mrs. Reyes worked on Sundays which limited the amount of time that she could spend with Bobby. The family finally agreed to use the mark-making book between 12:00 - 3:00 p.m., Sunday afternoon. The favourite work space for Bobby was the kitchen table. As the year progressed, however, an additional overhead light was provided to help him with his work. At one point, Bobby insisted that his parents buy him an "art table". Bobby took a keen interest in the actual wording of the accompanying mark-making book activities. He would attentively listen to Mrs. Reyes read the activity sheet word for word. Bobby didn't want to miss any details. When it came time to actually draw; however, he would ask his mother to do it. To avoid doing the drawing for him,
Mrs. Reyes would verbally coax him into drawing by himself. This approach helped him gain enough self-confidence to eventually start drawing on his own. Mrs. Reyes observed that Bobby constantly chattered as he drew. When he finished the activity, Bobby would take his time putting away his crayons. His mother described this as a stalling tactic to avoid closing the mark-making book.

C. Affective Response to the Mark-Making Book

1. Mrs Reyes enjoyed spending time with Bobby. She stated that it was, "more of a pleasure than a job" (p. 2).

2. Mrs. Reyes observed that Bobby enjoyed using the mark-making book based on the behaviour he displayed as soon as he got home from school. She stated, "Well, the first thing that my son did when he had it was he showed me the picture that he had drawn which was almost the first time he had shown interest in free form drawing at all. Before he would say, 'I can't do it cause there is no picture to draw. I can't do it.' So until he started school, he hadn't been drawing at all. He'd just say, 'You draw it, and I'll colour it' (p. 1). Mrs. Reyes continued to say, "As soon as he finds out what the assignment is, he tries to figure out a way to convince me to do it at that minute. No matter what else is going on, he wants to get his crayons out and do it" (p. 2).

When it was time to put the mark-making book away, Mrs. Reyes observed that he took his time. She stated, "When the activity's
finished, he spends about half an hour putting his crayons away, cause he's trying to make it long, I think. Because if he keep just one crayon out, he'll find just one more spot on that page to draw something. But, once he's got the corners filled cause he puts one in each corner. Once he's got those filled there's no more room. He doesn't want anything to overlap" (p. 2).

3. Mrs. Reyes believed that using the mark-making book was a valuable experience for both her and Bobby. She stated, "Yes. What he does in school matters to me. I want to know day by day. He doesn't really tell me what goes on. He'll say, "Oh, we played, we cleaned-up, we listened to a story. Oh, Yeah! and we had snack." And, that's about it." By looking through the mark-making book with Bobby, Mrs. Reyes was able to observe his learning progress almost daily. She stated, "There's a picture there, and I can ask him about the picture. And he says, "Oh, its this or its that, and this is why we did it." He's very proud of his stars on the front" (p. 3).

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Reyes believed that using the mark-making book was a meaningful learning experience for herself, as well. She stated, "I learned a lot of stuff that was left out when I was younger. Like, when I went into nursery school, the teacher I had was not exactly a nursery school teacher. He was doing nursery, kindergarten and grade 1, all at the same time. So it was kind of chaotic, and there wasn't
any individual attention. And, I think this book guarantees it, because if the parent is not there for the child then who will be" (p. 3)?

2. Mrs. Reyes believed that through the use of the mark-making book, Bobby was exposed to many learning experiences. She stated, "Most important, he learned that he can have time by himself with one of us when the mark-making book is used -- quality time. And, of course, he learned how to write his name" (p. 3). Mrs. Reyes went on to recall one occasion which involved doing a visual awareness activity on the theme, "Fall time in the Garden". She stated, "In the fall when he was out collecting leaves, we went out as a family. It was not just me and my husband and my daughter. There was also my parents and grandmother. So, we all went out together, and he was having a ball! He'd bring one leaf to me, and say, "Is this a good one? Is this a good one? So he learned about texture and colour and all other kinds of things. When he went home, he drew a tree in his mark-making book. By the way, he can count, now. Anyway, he was drawing a tree and drawing straight like across the page, and he said, "one, two, three, four, five, six, seven, eight, nine, ten" (p. 3). Mrs. Reyes also observed that his drawing ability improved. She stated, "He's a lot better than he was. He will try and draw it. If he, if he sees a picture, that he like, or if he thinks of a picture that he likes, then he will try to draw it. Rather than say, "Well, I haven't done it before, therefore, I can't. Which was how he was when
2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Activities

1. Nature of the Activity

The parent-initiated activity that Mrs. Reyes did with Bobby was a continuation of a visual awareness activity that was done at school. Mrs. Reyes stated, "One day we took a bunch of snow -- he had done that at school, too. We just took a bunch of snow, put it in a cup and he just sat in the kitchen watching it melt" (p. 4).

2. Value of the Activity

Mrs. Reyes enjoyed listening to Bobby, and observing his response as he watched the snow melt in the cup. She stated, "His comments were a riot. He would say, 'Well, it's still there, but it's not snow, any more.' Then he would look again and say, 'Oh, snow water!' She continued to stated, "He was so surprised when the melted snow became water" (p. 4). Then Mrs Reyes observed Bobby stirring the contents of the cup, stopping and looking inside. He repeated this behaviour for at least a minute when finally Mrs. Reyes asked Bobby, "What are you playing with?" And, his reply was, "snow left-overs". Then he proceeded to pour it into the sink, and said, "Wash the cup. Let's do it again" (p. 4).
3. Learning Through the Activity

Mrs. Reye's stated, "He was discovering learning on his own, and then telling me about it" (p. 4). She then stated that Bobby responded to the experience by drawing in his mark-making book, "He keeps trying to draw snow in the mark-making book, but he refuses to try any other colour but white. So it's on the bottom of the page, but you just can't see it -- it's white on white" (p. 4).

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, Bobby would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. He and Mrs. Reyes would both look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity concluded with Mrs. Reyes inviting Bobby to draw a picture in response to the theme.

2. Value of the Activity

a. Mrs. Reyes believed it was worthwhile teaching art appreciation to young children. She stated, "Definitely, if I had had that when I was growing up, I think that I would be more aware of the pictures around me. And as I said before, it was crowded and we didn't get much of anything. They just put you at an easel and didn't give you any ideas on what to do, how to do it. They gave you two colours
of paint and said, "Go to it" (p. 5).

b. Mrs. Reyes enjoyed observing the emotional connection Bobby made with certain art visuals. She recalled one occasion which involved a Pablo Picasso art visual, entitled, "Mother and Child." Mrs. Reyes stated, "The Picasso -- that was the one that moved him the most. He said, "It was a mommy and an baby and they were cuddling before bedtime." And, he was showing me the hair and the lines on her arm. She continued by saying, "For me, it gave a surprising indepth look at my son. He's talkative, but he doesn't really express himself really good, yet. But, the fact that he connected it as a mother and a baby rather than just two people, showed me that he's thinking about babies constantly. It also shows me that he is aware of the bond, rather than just someone you live with -- that type of a thing" (p. 6).

c. Mrs. Reyes didn't find these activities challenging; however, as with the other activities, at first it was difficult co-ordinating her work schedule with working in the mark-making book. She stated, "Finding time in the first three weeks. It was coming home at 11:30 on a Sunday night and finding Bobby still awake. I hadn't had time to work with him over the weekend so I basically said, "It's time to do your homework." He didn't mind at all because he didn't want to go to bed" (p. 6).
3. Learning Through the Activities

a. Mrs. Reyes believed that attaching an art visual in the mark-making book was a good idea. She stated, "With the book, he has the picture right in from of him, and he can look back at it. He still looks back at the first art visual. But, if you show slides or something like that, they'd be gone and he'd never see it again" (p.5).

b. Mrs. Reyes found the accompanying art appreciation questions helpful since she had never done these types of activities. She stated, "I found them a great help" (p. 5).

c. Mrs. Reyes believed participating in the art appreciation activities with her son enabled her to learn various teaching strategies. She stated, "I learned that there are a lot of different ways rather than the obvious to teach. There are a lot more subtle ways where they don't realize that they are learning" (p. 6).

d. Mrs. Reyes observed Bobby counting the images he saw in each visual. She stated, "the trees in the fall time art visual, or the dogs in the winter one. We tried to get him away from counting snowflakes -- but he still wanted to try" (p. 6). He also became more expressive in the use of language and in his storytelling. Aside from saying nice picture, or happy picture, Bobby would create his own story based on what he saw in the art visual. Mrs. Reyes stated, "One of the things he said about Picasso was the baby just had a bath" (p. 7). When she asked him how he could tell? Bobby stated, "Because
mommy's cuddling him. He's all nice and clean" (p. 7). Bobby then turned to the mark-making book to draw his thoughts on the theme.

C. Parents' Choice Activities

1. Nature of the Activity

Mrs. Reyes preferred doing the art appreciation activities with Bobby. She and Bobby would look at and talk about the art visual that was glued into in the mark-making book in terms of the accompanying art appreciation questions. Then Bobby would be invited to draw a picture in the mark-making book in response to the theme.

2. Value of the Activity

Mrs. Reyes enjoyed doing these activities, because as she stated, "I think the art appreciation was a big, big, influence for my son" (p. 7).

3. Learning Through the Activity

Through the use of the mark-making book, Mrs. Reyes observed that Bobby was shown that he could do several things. She stated, "It showed him that he could draw. It showed him counting, stuff like that. He is beginning to pick colours. Especially with the, "Sled of Dreams", art visual. (Mrs. Reyes referred to the art visual in the mark-making book.) We did a lot with that one, getting him to count the birds and the dogs. We talked about how cold it must be because
they were outside in the snow" (p. 7.).


Mrs. Reyes valued the mark-making book as a useful means of linking school and home learning. She stated, "Aside from saying, "Oh, we played, we cleaned, we listened to a story." Bobby didn't discuss at any length what went on at school" (p. 3). She observed that he didn't bring many paintings or drawings home, so Mrs. Reyes found the mark-making book an invaluable means of documenting her son's learning both at school and at home. With the help of the mark-making book, she was able to keep track of her son's progress on a regular basis instead of waiting until parent-teacher interviews. Mrs. Reyes stated, "If the book wasn't there I'd be talking to you like every second day, basically asking, 'What did he do yesterday because he won't tell me?', I'm not one of those parents who say, 'Oh, go to school son and have fun!', then assume that he's learning something" (p. 8).

4. Other

Mrs. Reyes made no further comments.
4.5d) Interview # 2 - Mrs. Reyes

1. Mark-Making Book - Purpose and General Value

A. Response to the mark-making book's use over an extended period of time

Mrs. Reyes stated, "I'm thoroughly impressed with it because it has made him develop faster than I thought he would. He is totally enthusiastic about it" (p. 1).

Shift:

Int. # 1 The parent stated that her initial negative attitude towards the mark-making book changed within a brief period of time. Once she became accustomed to its use, she realized its value as a pleasurable and meaningful learning experience.

Int. # 2 The parent's respect for the mark-making book concept was further reinforce as she observed the progress in her child's learning development through its use.

B. How the Mark-Making Book was Used?

Mrs. Reyes found that using the mark-making book every weekend became a routine. Both she and Bobby work at the kitchen table between 20 minutes to an hour. The kitchen table is Bobby's favourite spot since as Mrs Reyes stated, "We've got a special light put up above the kitchen table so it lights up the whole table. He likes that because it creates shadows when he's drawing" (p. 2).
C. Affective Response to the Mark-Making Book

1. Mrs. Reyes found using the mark-making book enjoyable. She stated, "That's our time, just the two of us. So, once we sit down we're in our own little world. I really don't know how else to put it. It's just us" (p. 2)!

2. Mrs. Reyes was convinced Bobby enjoyed using the mark-making. She stated, "I'd say by the amount of, for want of a better word, "Nagging", that I get from the time he gets home Friday morning, until the time we get around to using it, I'd say, "Yes" (p. 2)!

Int. # 1 The parent observed that her child enjoyed showing and talking about the work done in the mark-making book; and the attention received for the work done in the mark-making book; looked forward to using the mark-making book; and enjoyed working in the mark-making book.
Int. # 2 The parent reiterated that her child looked forward to using the mark-making book.

3. Mrs. Reyes believed using the mark-making book a very valuable experience. She stated, "Yes, I'd say it was very valuable because it showed me a lot of the stuff he should be learning and I'm not teaching him" (p. 2).

Shift:

Int. # 1 The parent valued the mark-making book as a means of communicating what her child was learning at school; and it supported parent-child communication.

Int. # 2 The use of the mark-making book showed the parent the value of parental involvement in a child's learning development.


1. Mrs. Reyes stated, "Personally, I think I learned that there is a lot more developing going on at this age. There's a lot more than they show on Sesame Street. All they do is the numbers and all that. With the mark-making book, I can tell that he's actually thinking for himself -- what he wants to draw. And, he's not doing it because he has to, but because he wants to" (p. 2).

Shift:

Int. # 1 The parent learned that the mark-making book supported the notion of parental involvement.
Int. # 2 The parent realized that she underestimated her child's learning potential.

2. Mrs. Reyes believed that each of the four mark-making components offered Bobby a variety of learning experiences. She stated, "I think he learned that there is more than one way to look at things. He learned to look at things more closely. The books that are sent home -- the stories are all different. He learned to appreciate art by being exposed to it. I, myself, was never exposed to art, not until I was in my teens. Then it was, "Oh, Wow" A painting" (p. 3)!

Shift:

Int. # 1 The parent observed her child learned the value of "quality time"; she prized the fact that her child could write his name; she observed her child was becoming more familiar with the elements of design; and drawing in the mark-making book allowed her child to engage in active inquiry enabling him to confidently express personal feelings, perceptions, and ideas; her child's ways of drawing improved; the use of the mark-making book supported the learning of simple math concepts.

Int. # 2 The parent observed her child developed his perceptive skills; to learned through the books sent home from school; and developed an appreciation for works of art.
2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Bobby was given a wooden fire truck for Christmas. She noticed that Bobby was carefully looking at it for several minutes. She finally suggested that he might want to draw it in his mark-making book.

Shift:

Int. # 1 & 2 The parent stated during both in interviews that the parent-initiated activities were based on visual awareness experiences.

2. Value of the Activity

Mrs. Reyes enjoyed watching Bobby examine what became his favourite Christmas toy. She stated, "We had a nice little talk about it before he actually sat down and drew anything" (p. 3).

Shift:

Int. # 1 & 2 The parent valued the "quality time" spent with her child; and, the parent-child communication that transpired during the activity.

3. Learning Through the Activity

While watching Bobby examine the wooden toy truck, Mrs. Reyes noticed that he was making several observations. She stated, "By
looking at it for that long a time he realised that it was different than his other toys because his others toys were made of plastic. He realized that it looked different, it felt different, and it was heavier than the other ones" (p. 3).

Shift:

Int. # 1 The parent observed her child was learning on his own; and, the use of the mark-making book supported her child's way of drawing.

Int. # 2 The parent observed her child was developing his perceptive skills.

B. Art Appreciation Component

Nature of the Activity

Every second Friday, the mark-making book was sent with an attached art visual and accompanying art appreciation questions. Mrs. Reyes and Bobby would look at the art visual and talk about what they saw using the questions as a guide. The activity would conclude with Bobby drawing a picture in the mark-making book in response to the art visual.

1. Value of the Activity

a. Mrs. Reyes believed that it was worthwhile teaching art appreciation to Bobby at such a young age. She stated, "I definitely think it's better to start him young than not to start him at all. I
don't know what any other teachers are going to teach him in the future. At least, now, I know he's going to get some exposure other than just what I give him. I can give him exposure, but there aren't that many resources for art in Winnipeg or anywhere else that I know of.

Shift:

Int. # 1 The parent expressed regret not experiencing this type of learning during her early childhood.

Int. # 2 The parent believed learning about works of art should start at a young age.

b. Mrs. Reyes enjoyed observing Bobby's enthusiastic response when they did these activities. She stated, "It was quite fascinating to watch how he was going to react to each painting. The first painting he reacted in a major positive way because it was a mommy and a baby. And, then by the time we got to the, "Sled of Dreams", it was, "Oh, wow, dogs! And then with the, "Starry Night", he was totally different from anything I had seen up to that point" (p. 5).

Shift:

Int. # 1 The parent enjoyed listening to her child's point of view as they engaged in visual and verbal dialogue using the art visuals.

Int. # 2 The parent was fascinated with the various ways in which her child responded to each of the art visuals.
c. Mrs. Reyes didn’t find the art appreciation activities challenging. Aside from Bobby’s initial response to Van Gogh’s painting entitled, "Starry, Night", they both enjoyed being involved in the activities.

Shift:

Int. # 1 & 2  The parent stated she did not find the art appreciation activities challenging.

3. Learning Through the Activity

a. Mrs. Reyes believed it was a good idea to attach the art visuals to the mark-making book. She stated, "The picture is actually in the mark-making book so that he can go back to it whenever he wants. He always brings it home and goes over what he’s done in the week, then he goes back and looks at the ones he’s liked from before — before he even starts drawing" (p. 4).

Shift:

No shift occurred between interviews one and two.

b. Mrs. Reyes stated that she found the accompanying questions very helpful. She stated, "Most of them gave me just kind of an idea of what to ask and then it depends on how he reacts to the picture as to what kinds of different questions I ask. Like, the Starry Night
painting -- he didn't like it at all -- it scared him. Mrs. Reyes continued by saying. "He didn't like the dark part in the painting. He talked about it as if it was some kind of demon or something coming out of the ground. And his description of that particular picture was that the demon was going to get the village. So I was kind of hesitant as to what kind of questions to ask him after that. He liked all the art visuals before that, but when he got to this painting, he had such an opposite reaction. It was like -- do I want to continue this or do I want to save my son? But, since then he's calmed down. He goes back to the same painting now, and sees this other stuff we talked about -- which were the questions you had about the colours in the sky and all that" (p. 5).

Shift:

Int. # 2  Mrs Reyes observed that certain art images proved to be unsettling to her child due to his vivid imagination.

c. Mrs. Reyes was surprised to learn, as she stated, "...that kids see some strange things in paintings. Other than that, I've learned that he sees a lot more than I thought he did" (p. 5).

Shift:

Int. # 1  The parent learned that there are sensitive and subtle ways to teach her child.
d. Aside from exploring the elements of design, and learning to express his feelings about each of the art visuals, Mrs. Reyes believed that Bobby was slowing learning that thoughts, ideas can be expressed through art in many different ways. She stated, "I think he's learned that there is more to life than just what he sees everyday. He's learned everybody does things differently to show how they feel about things" (p. 6).

Shift:

Int. # 1 The parent observed that the art appreciation visuals supported the learning of simple mathematical skills; supported her child's imagination; supported her child's oral story-telling ways; and her child was able to verbally and pictorially express personal feelings, perceptions, and ideas about each art visual.

Int. # 2 The parent observed that using the art appreciation visuals and the accompanying activity supported her child's learning of the elements design; and the development of critical thinking skills.

C. Parents' Choice of Component

1. Nature of the Activity

Every third Friday of the month Bobby would bring home a children's book with an accompanying activity sheet. Mrs. Reyes would read the book while Bobby would look at the illustrations and listen
to the story. Once the book was read, they would talk about the story and the illustrations by using the questions in the activity sheet as a guide. The activity would conclude with Bobby being invited to draw a picture in his mark-making book in response to the theme or the story.

Shift:

Int. # 1 The parent and her child chose to participate in the art appreciation component.

Int. # 2 The parent and her child chose to participate in the children's literature component.

This shift occurred as a result of the parent's desire to involve her child and herself in another component.

2. Value of the Activity

Mrs. Reyes found value in this activity for several reasons. Aside from enjoying the time spent with Bobby, she was pleased with the selection of books that were being sent home. Bobby found the stories and illustration very appealing. Mrs. Reyes stated, "The types of books that are being sent home are such a nice variety" (p. 6). She further stated, "What's most enjoyable is just doing it, and enjoying it for myself because it's just such a learning experience for me, never mind Bobby" (p. 7)?

Shift:

Int. # 1 The parent observed her child was motivated to learn
through the art visuals.

**Int. # 2** Both the parent and her child enjoyed reading the children's books; they found reading the various books enlightening.

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### 3. Learning Through the Activity

As Mrs. Reyes participated with Bobby in the children's literature activities, she observed that he became quite argumentative if the illustration didn't correspond with the passage that was just read. She stated, "If the picture isn't what he thinks it's supposed to be, he argues with me. He says, 'No, it's supposed to be this way.'" Mrs. Reyes further stated, "He listens while I tell him why I like the illustration. He's very attentive while I tell him about it, but when it's his turn, I'd better be DAMN quiet, because it's his turn. He basically says, "It's my turn now -- YOU LISTEN TO ME" (p. 7)!

Mrs. Reyes continued by saying, "He names most of the colours on the page that he knows. And, then he goes into which part of the story that he remembers the picture matching. After that he usually tries to draw a picture from his book or he gets me to write the title on the page then he tries to write the title" (p. 7).

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**Shift:**

**Int. # 1** The parent observed that using the art appreciation visuals and the accompanying activity supported her child's way of drawing; the learning of simple mathematical concepts; the learning of colours; and supported visual and verbal dialogue between parent
and child.

Int. # 2 The parent observed her child's willingness to express
to view towards each book that was read; her child became argumentative and demanding in his behaviour as they both participated in the reading of each book; her child was developing critical thinking skills; her child developed perceptive skills; discussing book illustrations supported her son's learning of colours; her child was developing listening skills; the activity supported her child's way of drawing and forming of letters and words.

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Reyes observed that the mark-making book was useful as a means of linking school and home learning. She stated, "If I did not have the mark-making book, I'd be spending a lot more time hanging out in the hall ways looking in the windows." Mrs. Reyes continued by saying, "I need to know that he's learning something -- anything" (p. 8).

Shift:

Int. # 1 & 2 The parent relied on the mark-making book to informed her of the child's learning progress at school.

4. Most Valuable Characteristic of the Mark-Making Book

Mrs. Reyes saw value in the mark-making book in terms of it being a reflective tool that has equipped her with ideas to further Bobby's learning. She stated, "Most valuable? The fact that we get to keep it
at the end of the year. Getting the book gives me an idea of where he started from, where he has progressed to, and where we can take him --- as far as his learning goes. We have a jump off point from now until he goes to kindergarten. We're planning on taking a trip this summer, and I'd like to expand on his education at the same time. I want to have something that gives me an idea of what I can teach him myself so that he has even advanced more before he goes to kindergarten next year" (p. 9).

Shift:

Prior to the use of the mark-making book the parent associated the concept with that of a "big colouring book". She stated she didn't see any point to it.

Int. # 1 The parent stated she developed more of a positive attitude within a couple of weeks of its use.

Int. # 2 The parent made the following claims in support of the mark-making book: it was a reflective tool which enabled her to see her child's progress on a regular basis; and it provided a means of giving her direction regarding as to how to proceed with her child's future learning.

5. Continued Use of the Mark-Making Book

Mrs. Reyes strongly recommended the continued use of the mark-making book at the nursery level. From a parent's point of view, Mrs. Reyes believed that the use of the mark-making book was a valuable learning experience for both her and Bobby. She stated, "Because it's done a lot for my son, and I'm looking forward to using it again next
year, but with my daughter" (p. 9).

6. Other

Mrs. Reyes made no further comments.

4.6) Case Study # 6: The Santos Family

4.6a) Family Portrait

Mr. and Mrs. Santos are originally from Portugal. Mrs. Santos completed her grade 12 at a local Winnipeg high school, and obtained her dental assistant certification at a local community college. Currently, she is working as a full time dental assistant. Mr. Santos complete his grade ten and chose work as a seasonal construction worker. In his spare time he cares for their three daughters. Mrs Santos' family travelled directly to Canada from Portugal when she was 5 years old. She learned to speak English while attending Wellington School, and spent one year attending Portuguese classes. Mr. Santos, on the other hand, came to Canada with his family via Bermuda at the age of nine. There he learned to speak the English language. His father worked in the restaurant business for five years before choosing the immigrate to Canada and settle in Winnipeg. Both families continue to speak Portuguese at home, and are actively involved with the Portuguese community. Since their marriage, Mr. and Mrs. Santos chose to share living accommodations with Mr. Santos' parents. They live in the upper part of a duplex with their three young daughters,
while the grandparents live on the main floor. This is a convenient arrangement since the grandparents care for the children while the parents are at work.

4.6b) Ashley Santos - nursery child - age four

Prior to attending Wellington School's nursery program, Ashley was cared for during the day by either her grandparents or her father. Her daily routine included: watching children's morning television programming, playing with toys, using colouring books or drawing on blank paper, and playing outdoors. In the evening, Ashley particularly enjoyed making crafts and reading books with her mother and older sister Alison. Ashley adjusted to the Wellington School nursery environment with ease. She regularly came to visit when her sister Ashley attended the program two years prior. Ashley enjoyed many aspects of the nursery routine. Activities such as drawing, painting or working at the craft table seemed to come naturally to her. It wasn't uncommon to see Ashley taking piles of art work home. Ashley regarded the use of the mark-making book as just part of the regular routine. On occasion, she would chose to work in it during free play; otherwise, she'd wait until it was used during mark-making book time. Ashley enjoyed sharing with other children what she had done in her mark-making book the weekend before. Usually she would go to great lengths to describe what she drew or glue-in.
4.6c) Interview # 1 - Mrs Santos

1. Mark-Making Book - Purpose and General Use

A. Attitude Towards the Mark-Making Book

1. Mrs. Santos had mixed emotions about the concept of the mark-making book. Alison, her eldest daughter, who previously attended Wellington School's nursery program only used a sketchbook. There was no requirement for parental involvement. She stated, "It was scary. I thought, "What am I going to get involved in?"; "What's going to happen?; "What's the child going to get out of it" (p. 1)?

2. Mrs. Santos identified two valuable characteristics of the mark-making book prior to its use: its role in documenting her child's ongoing learning at school. She stated, "I would get to see what she'd be doing -- a first hand view...and I wouldn't have to wait a few months to find out something" (p. 1); and, its potential in supporting parental involvement. She concluded by stating, "I'd get involved in something" (p. 1).

3. As Mrs. Santos used the mark-making book with Ashley; however, she began to release it was a worthwhile experience. She stated,"I guess as we kept doing it, I saw the involvement in it. That's why I saw that for both of us -- where she'd get the work. She just wouldn't just use it in one place. I'd be involved in what's going on in the school, and what she's doing and the whole bit" (p. 1).
B. How the Mark-Making Book was Used?

Mrs. Santos and Ashley usually worked in the mark-making book every Friday evening. They would both go down to the den in the basement area of their home, sit down on the floor, and begin working in the mark-making book. Mrs. Santos and Ashley would begin by talking about what needed to be done, and then they would proceed to do the activity. On occasion, Mr. Santos would join them. Ashley would take this opportunity to involve her father by asking questions related to the mark-making book activities. Mrs. Santos always attempted to make working in the mark-making book a meaningful experience for Ashley. Usually, she and Ashley would spend thirty minutes to an hour each time they worked in the mark-making book. She stated, "We would take our time, and we wouldn't rush into it -- we would take our time until she was finished" (p. 2). However, Mrs. Santos observed that at times Ashley would quickly finish certain activities and say, "Fine, I'm leaving" (p. 2). On the other hand, if for some reason the activity wasn't completed, Mrs. Santos and Ashley would continue Sunday evening.

C. Affective Response to the Mark-Making Book

1. Mrs. Santos enjoyed using the mark-making book with Ashley from the perspective that they were both doing something together. She stated, "I enjoyed it in the way that it was just me and her. Besides doing other things such as crafts, we'd be talking about something
different, and do something else. Ashley would sort of try to write something down, or draw, or whatever. I liked the involvement in it" (p. 2).

2. Mrs. Santos observed that Ashley enjoyed using the mark-making book, especially doing the visual awareness and children's literature activities. There were times, however, where she preferred some activities over others. She stated, "I could tell she was really into it, or if she were involved" (p. 2).

3. Mrs. Santos believe using the mark-making book was a valuable experience. She stated, "I found after we did her work -- she was drawing on a piece of paper -- she'd say, "Can I put this in the book?" The mark-making book became her, "main thing". She still thinks highly of this book. She does. It's her mark-making book. It's hers alone. Often Ashley will say, "No one can help me." Sometimes Alison (Ashley's older sister) will say, "Can I help?, and Ashley will say, "No! -- No, you can't! This is mine! This is my homework" (p. 9).

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Santos believed that the use of the mark-making book was a valuable personal learning experience. Mrs. Santos stated, "I found that every time we would look at a picture it wouldn't be just, "Oh, that's nice -- it's a boy or a girl, or a picture of this or that. It would be more into detail, like -- who do you think this is" (p. 3)? Mrs. Santos used an example with reference to the children's
literature activities. While working with Ashley, she came to the realization that not only did her daughter respond to what the story was about, but, Ashley was also able to recognize the hidden meaning. She stated, "I was really surprised that -- like the one that she had, "The Little Red Hen", and the response that she gave me at the end was -- I said, "What do you think that you learned? And she says, "You have to give something to receive something." -- something like that, but in her own words. And I looked at her and I thought, Wow! You actually thought that! And, she got with that story -- she got the idea, she got the main idea" (p. 4).

2. Mrs. Santos observed two separate events where she noticed that Ashley had learned through the use of the mark-making book activities. One event was the result of a visual awareness activity focusing on the "All About Me", theme. Mrs. Santos stated, "...since this activity -- since then it's like, "Yes, I have my green eyes." She focuses more on what -- on the way she looks. All the colours, and the size, and this and that. Where as before, it wasn't a big deal to her. And, how the hair was curly or it's flat. So she really -- I think with this activity she learned more" (p. 5). The other event took place one evening when the family had just come home from an outing. Mrs. Santos stated, "We just parked the car and all of a sudden she goes, "Wow, Mom! Purple leaves! ...with that activity, it made her really notice the different leaves. And when we were in Toronto, again it was, "Wow! Look at this leaf." Mrs. Santos admitted
that, "I didn't think anything about it. But since then I would point it out with her" (p. 5).

2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mrs. Santos used a variety of parent-initiated activities in conjunction with the mark-making book. They either focused visual awareness or children's literature. Ashley enjoyed family outings such as going to, "Tinkertown," a children's amusement park. Upon returning home, she would be invited to respond to the experience by drawing in her mark-making book. If Ashley had any ticket stubs, she could include them in the mark-making book, as well. Photographs, specially of family events, was another means of motivation Mrs. Santos used to encourage Ashley to draw. She stated, "Yes, we referred to the photograph. We talked about what she did, where she went, what she was doing, and so we just began drawing a picture" (p. 6). On another occasion, they both made a, "little", book filled with Ashley's drawings in response to the story entitled, "The Little Red Hen". Referring to the mark-making book, Mrs. Santos stated, "We just taped it up on the side over here. And, as she was drawing, Ashley asked if she could put it in her book" (p. 6).
2. Value of the Activity

Mrs. Santos enjoyed participating in all three activities, because as she stated previously, "I like the involvement" (p. 1). Going on family outings, looking at photographs, making little books, and drawing were activities that Mrs. Santos had previously done with her children prior to the mark-making book experience.

3. Learning Through the Activity

Mrs. Santos had difficulty responding to the following question: What do you think your child learned by participating in the parent initiated activities?

B. Art Appreciation Component

1. Nature of the Activity

On every second Friday of the month, Ashley would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. Both she and Mrs. Santos would sit together, look at the art visuals and use the questions as a guide to talk about the art work and the artist. The activity would conclude with Mrs. Santos inviting Ashley to draw in her mark-making book in response to the theme.

2. Value of the Activity

a. Mrs. Santos believed that it was worthwhile teaching art
appreciation to young children. She stated, "Yes, I do because at this age you can actually get them to sit down and look at something" (p. 7). Mrs. Santos agreed that children at this age can be very active, however, she stated, "I found with the book and all -- you've got the book with the picture....She really noticed the details and everything else in the picture" (p. 7).

b. Mrs. Santos admitted she enjoyed doing the art appreciation activities with Ashley. She stated, "I enjoyed them all" (p. 9).

c. Mrs. Santos found using the art appreciation activities challenging. She honestly stated, "It wasn't a problem, but I found it the most difficult ...It was more difficult because we got to a certain point, and she's waiting, and I just didn't have any more questions ...nothing comes to mind besides the questions you gave me. But with the other ones, like with the book and the visual awareness -- one thing led to another" (p. 8). Later on in the interview, Mrs. Santos stated "Art appreciation -- I found most difficult, but I think we all need a change" (p. 9).

3. Learning Through the Activity

a. Mrs. Santos agreed that using the mark-making book with the accompanying coloured art visuals was a good way to teach Ashley about art appreciation. She stated, "Yes, definitely! ...I haven't gone to an art gallery, yet, you know -- we haven't gone around to look at paintings...this way she's getting something out of it" (p. 7).
b. Mrs. Santos agreed that the accompanying art appreciation questions were helpful. Aside from discussing the elements of design with Ashley, she didn't know what else to talk about. Mrs. Santos stated, "With the art, I find I need the help of the questions" (p. 7).

c. Mrs. Santos believed that she personally learned through the art appreciation activities. She stated that using them helped her, "focus more on art." I wouldn't say I didn't really appreciate art before, but I certainly didn't look at the details of certain things. Now, I notice that I really look at the pictures" (p. 3).

d. Mrs. Santos observed that the art visuals reinforced Ashley's knowledge of the elements of design; and stimulated her imagination as she talked about each one. On one occasion, while they were looking at Ted Harrison's painting entitled, "Sled of Dreams", Mrs. Santos stated, "Ashley said, 'They are starting to get ready for Christmas...He's bring the tree home, and they were playing outside. And, this one was really excited. She's happy Christmas is coming'" (p. 7). Once Ashley finished talking about the painting, she proceeded to draw a picture of a decorated Christmas tree in her mark-making book.

C. Parents' Choice Component

Although Mrs. Santos admitted she enjoyed doing all of the mark-making book activities; she did, however, find specific value in doing
the visual awareness and children's literature activities.

1. Nature of the Activity

a. The visual awareness activities invited parents to take their child outdoors to experience, for example; walking through a park on an autumn day, and jumping into a pile of fallen leaves; or just walking down the street picking-up various coloured leaves; or playing outdoors in freshly fallen snow and making a snow angel, or building a snowman. Upon returning home, the parent would invite their child to draw a response to the experience in the mark-making book. On occasion, a small object such as a sea shell would be dropped into the mark-making book bag and sent home as part of a visual awareness activity. Both the parent and child would be invited to investigate the sea shell and imagine what kind of creature might have lived inside. The activity would conclude with the child drawing in the mark-making book in response to the specific activity.

b. The children's literature activities simply involved the parent reading a story to their child. Once the story was read, both the parent and the child would each pick a favourite illustration that they would talk about. The activity would conclude with the child drawing in the mark-making book in response to the theme.

2. Value of the Activity

a. Although Mrs. Santos admitted she enjoyed doing all of the
mark-making book activities; she did, however, find specific value in doing the visual awareness activities. In her words, "We actually did something" (p. 9). Whether it was going on a family outing or investigating something they found, she enjoyed sharing the experience with Ashley.

b. The children's literature component was appealing because, as she stated, "It was as if we were reading in between the lines, not just from the story" (p. 8).

3. Learning Through the Activity

Mrs. Santos specifically referred to the children's literature activity. While working with Ashley, she came to the realization that not only did her daughter respond to what the story was about, but, Ashley was also able to recognize the hidden meaning. She stated, "I was really surprised that -- like the one that she had, "The Little Red Hen", and the response that she gave me at the end was -- I said, "What do you think that you learned? And she says, "You have to give something to, received something." -- something like that, but in her own words" (p. 4).

3. Mark-Making Book as a Means of Linking School and Home Learning

Mrs Santos agreed the mark-making book was an effective means of linking school and home learning. She stated, "Yes, I do think it
was effective -- it was useful. And, I also found out what was going on at school, not like you'd find out at the end of a few months -- what she's been doing, and the whole bit. In that sense it's great because she's working in both places, not just the one" (p. 9).

4. Other:

Mrs. Santos had no further comments to make.

4.6d) Interview # 2 - Mrs. Santos

1. Mark-Making Book - Purpose and General Value

A. Response to the Mark-Making book's use over an extended period of time

Mrs. Santos stated, "Last time I though it was great. I find that since using it longer, that from the beginning until today there was quite an improvement. I can see the improvement in my daughter. In her listening, in her drawing, in her looking at things and being able to put it down on paper. It's looking at the book now and thinking about it. I just think it's something I can keep for the rest of Ashley's life. It's something I can treasure and say it's something she did at the beginning of nursery -- from beginning until the end" (p. 1). As Mrs. Santos referred to Ashley's mark-making book, she stated further, "And the improvements. Look at the first page, and look at the latest page she's done" (p. 1).
The parent stated she was initially hesitant about using the mark-making book; however, her attitude changed once she began using it with her child. She came to believe it was a worthwhile experience in terms of documenting her child's ongoing learning at school; and its potential in supporting parental involvement.

The parent stated that she observed a definite improvement in her child's listening, drawing, and perceptive skills. She also recognized the value of the mark-making book in terms of a reflective tool and a treasured keepsake.

B. How the Mark-Making book was used?

There was no set time or day when the mark-making book was used. Depending on the activity, Mrs. Santos and Ashley worked in it 20 to 40 minutes at a time usually on Friday night, or Saturday. Mrs. Santos stated, "Sometimes even on a Sunday. We'd play it by ear" (p. 1). Working in the mark-making book was made as playful as possible. Mrs. Santos stated, "I let her decide where she wants to work. I don't say, 'This is work and it has to be at a table with chairs. I let her work were she wants to. Sometimes, we'll work on the floor or at her little table. We play it by ear" (p. 1). Mrs. Santos observed that Ashley usually chose to work only on the assigned activity. As soon as she finished drawing in her mark-making book she would turn to another task. Lately, Ashley has been asking Mrs. Santos if she can go ahead and draw independently.

Mrs. Santos observed that using the mark-making book became a regular routine. She stated, "I found you get to a point where it's
just a routine. We did it, she thought about it, and she put it down"
(p. 3).

Shift:

Int. # 2 The parent stated that she observed her child spent
more time using the mark-making book independently;
and the use of the mark-making book became a routine.
These behaviours were not mentioned during the first
interview.

C. Affective Response to the Mark-Making Book

1. Mrs. Santos enjoyed using the mark-making book from the
perspective that she and Ashley were spending time together. She
admitted, however, there were times when the working in the mark-
making book had to be postponed for one reason or another. But sooner
or later they would find time on the weekend to do the activities. She
stated, "At times I felt bad about saying, 'Let's do it later.' But
we'd always get down to doing it" (p.2).

Shift:

Int. # 1 & 2 The parent stated during both interviews that she
enjoyed the, "quality time", spent with her child.

2. Mrs. Santos observed how Ashley enjoyed talking to herself as
she looked at the drawings in her mark-making book. She stated that
Ashley would say, "This is me and my bathtub. This is me and my
pyjamas. This is me before I go to bed. This is cookies and milk. This
is me eating cookies in bed" (p. 3).

Ashley's persistence and enthusiasm towards using the mark-making was both amusing and frustrating at times. Mrs. Santos observed the longer they worked in the mark-making book, the more enamoured Ashley became with it. She stated, "Ashley would persistently say, "Mom, the mark-making book. I have to do my work." over and over again until we finally started the activity" (p. 2). Mrs. Santos continued by saying, "Do you know she made me go out one night to Safeway to get crayons. I told her we could do it tomorrow -- this was Friday night! But she basically continued to say, "It has to be done today." So guess where I went? " She concluded by saying, "I can see she loves working in the mark-making book. Ashley often asks, "Can I do another one." That tells me she's enjoying it" (p. 3).

Shift:

Int. # 1 & 2 The parent stated during both interviews that her child enjoyed using the mark-making book in terms of looking forward to using the mark-making book; working in the mark-making book; showing and talking about the work done in the mark-making book; and the attention received for the work done in her mark-making book.

3. Mrs. Santos believed using the mark-making book was a valuable experience. She stated, "I think it was. We would go into certain things instead of looking just at one picture" (p. 2).
Shift:

Int. # 1 The parent stated that her child had developed an attachment to the book.

Int. # 1 & 2 The parent stated that she and her child enjoyed extending the learning experiences through the use of the mark-making book.

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Santos personally learned that exploring different teaching strategies enabled her to have an influence on how and what Ashley learned. On one occasion, Ashley decided she wanted to draw a frog in her mark-making book, but stated she didn't know how to start. Mrs. Santos guided her through the drawing by referring to pictures of frogs and talking about the lines, shapes, colours and textures that contributed to the appearance of the frog. She stated, "...we took our time, you know" (p. 3), as she commented on how long they took to do the drawing. Mrs. Santos referred to another drawing in the mark-making book when she stated, "It took just as long to do the frog as it did to this" (p. 3). The result of the activity was a drawing that both Ashley and Mrs. Santos were pleased with. She stated, "She said, "I did it"...she was thrilled" (p. 3).

Shift:

Int. # 1 The parent stated that she was surprised to learn that her child was capable of critical thinking at such a young age.
2. Mrs. Santos observed Ashley encounter many learning experiences while engaging in the mark-making book activities. She stated, "I can see the improvement in my daughter -- in her listening, in her drawing, in her looking at things" (p. 1). She also observed an improvement in Ashley use of expressive language whether is was talking about the art visuals or her drawings in the mark-making book. Mrs. Santos stated that on occasion Ashley would think out loud as she looked at her mark-making book drawing. She stated Ashley would say, "This is me and my bath tub. This is me and my pyjamas. This is more before I go to bed, This is cookies and milk. This is me eating cookies and milk in bed" (p. 3).

Shift:

Int. # 1 The parent stated that she observed her child's perceptive skills develop.

Int. # 2 The parent stated that drawing in the mark-making book allowed her child to engage in active inquiry enabling her to confidently express personal feelings, perceptions, and ideas; she became more familiar with the elements of design; her ways of drawing improved; her perceptive skills developed; the mark-making book became a tangible means for her to reflect on the
entries, and verbally express her point of view on what had been accomplished; her listening skills improved; and, the mark-making book activities supported her early literacy learning.

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mrs. Santos chose to talk about a parent-initiated activity that she and Ashley did based on a book about sea life. The book was read and talked about, then Ashley decided to draw her impressions of sea life in her mark-making book.

2. Value of the Activity

Mrs. Santos enjoyed watching Ashley draw. She stated, "She drew a picture of an octopus, and all the legs didn't fit. Instead of getting upset, she said, "That's fine. And there's a sticky thing." (referring to part of the octopus' anatomy).

Shift:

Int. # 1 The parent stated she enjoyed the parental involvement associated with the use of the mark-making book.

Int. # 2 The parent stated she valued the opportunity to observe her child draw.
3. Learning Through the Activity

Mrs. Santos believed that Ashley had experienced a drawing approach that was helpful. She stated, "She wanted to draw a frog, but she decided she didn't know how -- she has a habit of drawing things really fast. So, we took our time, and we just looked at the picture, and drew the frog by talking about each of the body parts. She did the body, and she did the arms and the legs, and then the eyes, and the whole it, -- even the spots. It was a complete shock because she did a good job of it" (p. 3).

Shift:

Int. # 2 The parent stated she was surprised to learned that active parental involvement had a positive influenced on her child's drawing development.

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, the mark-making book was sent home with an attached art visual and accompanying art appreciation questions. Mrs. Santos and Ashley would look at the art visual and talk about what they saw using the questions as a guide. The activity would conclude with Ashley drawing a picture in the mark-making book in response to the art visual.
2. Value of the Activity

a. Mrs. Santos believed that it was worthwhile participating in the art appreciation activities with Ashley. She stated, "Yes, I do. The thing is that if it's not taught to her at this young age, and since I don't take her to the art gallery, or anywhere else where there is art, she'll miss out on learning about it. Personally, I think it just give her that extra little push. It encourages her to draw her ideas, especially if someone famous did the same thing, too. If it's not learned at school, and families don't take their kid to see art, they'll totally miss out" (p. 4).

Shift:

Int. # 1 The parent stated that she observed her child being responsive to the activities; and she was developing perceptive skills.

Int. # 2 The parent stated that she valued being given the opportunity to participate in the activities; and it encouraged her child to draw ideas like those of famous artists.

b. Mrs. Santos enjoyed participating in the art appreciation activities with Ashley. She recalled one occasion when she and Ashley were doing an art appreciation activity focusing on Matisse's painting, "Goldfish". She stated, "We talked about the colours, and the shapes and the fish. And, then automatically we started talking about other animals that need water. We ended up drawing not only what
we were supposed to, but also the other animals we talked about." The surprise of doing this was most enjoyable" (p. 6).

Shift:

Int. # 2 The parent stated that she enjoyed learning that the activities could easily be integrated with other learning experiences; she observed her child was motivated to expressed personal feelings, perceptions, and ideas through drawing as a result of the activities.

c. Mrs. Santos didn't find the art appreciation activities challenging. Instead, she stated, "Ashley was eager to do it. She was actually looking forward to doing it" (p. 5). Mrs. Santos recalled the first time she did an art appreciation activity with Ashley. She admitted that she basically went through the motions just to get it done. However, she concluded by saying, "But, now I'm appreciating it for what it is" (p. 5).

Shift:

Int. # 1 The parent admitted that using the art appreciation activities was a challenging experience.

Int. # 2 The parent stated that she came to value the experience.

3. Learning Through the Activity

a. Mrs. Santos agreed that using the mark-making book with the accompanying coloured art visuals was an effective way to teach Ashley
about art appreciation. She briefly stated, "Yes, it's a good way to teach young children. Ashley can look back on them" (p. 5).

**Shift:**

*Int. # 1* The parent stated that this was the only opportunity her child would have to learn about works of art.

*Int. # 2* The parent stated that the art visuals enabled her child to conveniently reflect on previous art appreciation activities.

b. Mrs. Santos found the accompanying art appreciation questions helpful. However, she admitted that she could manage without them by asking Ashley such questions as: "What do you think of this painting?", or "Could you tell me if you see this or that" (p. 5)?

**Shift:**

*Int. # 1 & 2* The parent stated that the accompanying art appreciation questions were helpful.

*Int. # 1* The parent stated she used her own questions.

c. Mrs. Santos believed she benefited from participating in the art appreciation activities. She stated, "Going back to the beginning of the book -- I was at the first assignment, I did it, and that was it. But, now I've noticed I'm noticing the art. I'm noticing and again it's just something I'm noticing" (p. 5).
The parent stated that she observed the development of her own perceptive skills.

d. Mrs. Santos observed that Ashley began looking more closely at the art visuals. She stated, "Her eyes were actually wandering, not just looking at one thing" (p. 6). She referred to the art visual of Matisse's painting entitled, "Goldfish", when she stated, "By doing the art appreciation activities, she talked about the colours, the shapes, counted the fish, and even the reflections" (p. 4). The activity concluded with Ashley drawing a picture in the mark-making book.

The parent stated she observed the experience supported the learning of the elements of design; and stimulated her child imagination.

The parent stated the experience supported the development of her child's perceptive skills; the learning of the elements of design, and simple mathematical concepts.

C. Parents' Choice Component

1. Nature of the Activity

Mrs. Santos chose to talk about a two part activity that involved visual awareness and the use of a child's imagination. The children
were invited to: examine a seashell then draw their impression of what it looked like; then draw an imaginary sea creature whose home it might be.

Shift:

Int. 1 & 2 The parent stated she favoured the visual awareness component.

2. Value of the Activity

Mrs. Santos stated that the most enjoyable part of the activity was, "Trying to draw the creature. We had fun trying to imagine it" (p. 6).

Shift:

Int. # 1 The parent stated that she enjoyed the family outings that were associated with the visual awareness activities.

Int. # 2 The parent stated that both she and her child enjoyed using their imagination as they participated in the visual awareness activities.

3. Learning Through the Activity

Mrs. Santos stated that by doing the visual awareness activity, Ashley was able to, "notice very little line and shape, the texture, the whole bit" (p. 6). She went on to say, "We have some seashells at home, but she never really noticed them. But, with the seashell that
was sent home from school, she held it and noticed the shape and all the lines. Then she drew it in her mark-making book with the lines. After doing that, she noticed the ones we had at home. I thought, you know, doing the activity made her notice other things" (p. 6).

Drawing the sea creature was somewhat challenging, but fun, nonetheless. Mrs Santos commented that even before Ashley began to draw in her mark-making book, she said, "Oh, I don't know how to draw it." Mrs. Santos decided to help her by asking questions such as, "Does it have eyes? Could it look like this or like that" (p, 6). They slowly finished the drawing and admitted that they were quite proud of the results (p. 6).

Shift:

Int. # 1 The parent chose to elaborate on the learning value of the children's literature component. She observed it supported the development of her child's critical thinking skills.

Int. # 2 The parent, once again, emphasized the learning value of the visual awareness component. She observed the development of her child's perceptive skills; and, it enabled her to support her child's drawing explorations.

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Santos found the mark-making book a useful means of linking school and home learning. She stated, "I feel it's important because they're not just learning at school. I'm learning myself, and I know
exactly what she's been doing at school and at home" (p. 6).

Shift:

Int. # 1 & 2 The parent supported the notion of the mark-making book linking school and home learning during both interviews.

4. Most Valuable Characteristic of the Mark-Making Book

Mrs. Santos saw the mark-making book as a valuable reflective tool. She stated, "I think it is very valuable when one can notice the way in which a child seems to be growing from the beginning. Looking at the first drawing done in September, and now looking at the one done lately -- the pictures are clearer -- more detailed (p. 7).

Shift:

Prior to the use of the mark-making book, Mrs. Santos identified two valuable characteristics: documenting her child's ongoing learning, and supporting parental involvement.

Int. # 2 The parent recognized that the mark-making book's value as a reflective tool documenting her child's learning progress over an extended period of time.

5. Continued Use of the Mark-Making Book

Mrs. Santos recommended that the mark-making book be used at the kindergarten level, as well as the nursery level. She stated, "I would recommend it at the nursery level. When children draw in the book they express everything they see, which right now is the only way they know
how. At this age, getting them to do all these different activities is
easier if everything is broken down. It's not just giving her one book
and telling her, 'Here, Draw! Let's just draw a picture to day.' Doing
it step by step with different components is more helpful. I would
recommend it for kindergarten as well as nursery because it's a way to
express their ideas and feelings. It goes home and comes back. And,
you see what they do at school, and you see what they do at home. And,
it gives you time to spend with your kid alone" (p. 7).

6. Other:

Mrs. Santos had no other comments to make.

4.7) Case Study # 7 - The Tiongco family

4.7a) Family Portrait

Mr. and Mrs. Tiongo both immigrated to Canada from the
Philippines with their families as young teenagers. They attended the
same local high school in Winnipeg. Mrs. Tiongco completed Grade 12
and went on to become a computer operator processing business reports.
Mr. Tiongco completed Grade 11 and currently works as a quality
inspector with a telephone company. Although they keep irregular hours
due to shift work, both Mr. and Mrs. Tiongo are very committed to
family life, and their children's education. It's not uncommon to have
one or both parents constantly driving their four children to various
after-school activities. It's a supportive home environment where the
children are encouraged to be studious, disciplined and independent thinkers. The type of education their children receive is of utmost importance. This is evident in the family's choice of schooling for their eldest children. Initially, they all attended the Wellington School nursery program. The following year, however, the children were enrolled in a local Roman Catholic school. The family takes great pride in their Filipino heritage and attempts to preserve their language by speaking the Filipino in the home. Throughout the year, they participate in various cultural activities that are organized by the Filipino community.

4.7b) Crystal Tiongco - nursery child - age four

Prior to attending Wellington School's nursery program, Crystal was accustomed to staying at home by either her mother or grandmother before she attended Wellington School's nursery program. Her daily routine included: watching children's programming on television in the morning, and playing with toys. Before her afternoon nap or bedtime she would be read a story. In the evening, Crystal would join the older children at the dining room table as they did their homework. She would observe how they worked, then on scrap paper she would draw or attempt to print.

In the nursery setting, Crystal could be described as a very conscientious little girl who revered her teacher and followed her every move. From the outset, Crystal proved to be very attentive
during circle-time and quite focused in her play. She needed, however, regular approval from the teacher. Whether it was drawing, painting, or three dimensional work, it was important for her to draw the attention of teacher so her work could be commented upon. Once receiving praise, she would confidently place it in her portfolio or tuck it away in her cubby. Crystal was a soft spoken child who rarely smiled; however, she completely transformed once she was given the opportunity to act or sing. As the year progressed she became more animated and relaxed. The mark-making book was one of Crystal's prized possessions. It became her "homework book". She, "dutifully", used it during free time or mark-making book time, and gently reminded her teachers when it was time to take it home.

4.7c) Interview # 1 - Mrs. Tiongco

Crystal's father attended the initial parent-teacher interview in September. The idea of parents participating in their child's learning through the use of the mark-making book on weekends was of particular interest to him. His parting comment was, "Why wasn't this done before when my other children attended the nursery program?"

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1a. Mrs. Tiongco chose to represent the family as the main interview participant in the research study. She revealed during this
interview that she was relieved to learn that the use of the mark-making book was only intended for weekends. Their hectic after-school schedule would have interfered with the daily home use of the mark-making book. She stated, "I thought it would be an every day thing...I said, "Oh, no! More work" (p. 1)! Mrs Tiongco, however, did admit that the weekend use of the mark-making book would benefit Crystal.

1b. Prior to its use, Mrs. Tiongo believed that the most valuable characteristic of the mark-making book was its role in supporting the notion of homework, and as a means of supporting verbal and visual dialogue. She stated, "The idea that they are to do homework, and the idea that they'd be able to express their ideas, and how they feel about school or whatever they'd be talking about" (p. 1).

B. How the Mark-Making Book was Used?

The most appropriate time to work in the mark-making book with Crystal was either during Sunday afternoon or that evening. The dining room table was a convenient place since the other children did their homework there, as well. Crystal wanted to be included with the group. It gave her the opportunity to work alongside with her brothers and sisters; to observe what they were doing; and, to share with them what she had done. Mrs. Tiongco usually sat close to Crystal, and helped her work in the mark-making book. Occasionally, her eldest daughter would offer to help. Although Mr. Tiongco thought the mark-making book was a good idea, he made no effort to use it with Crystal. Mrs.
Tiongco stated that he wasn't too sure how to go about it. As the year progressed, however, and with some encouragement from the family, he eventually made the effort from time to time.

C. Affective Response to the Mark-Making Book

1. Mrs. Tiongco enjoyed using the mark-making book with Crystal. She stated, "Yes. A little extra time that, you know, we're obligated to spend -- it's different. At least you know that you have to read to her, and she knows that she has to do it because it has to be in by Monday. So it adds to her responsibility" (p. 2).

2. Mrs. Tiongco observed that Crystal enjoyed using the mark-making book. She stated, "She really works at it. Now, she even has her own book. She pretends it's her mark-making book. After supper she says, "Oh, I have to get to work" (p. 3)! Crystal particularly enjoyed doing the visual awareness activities. She enjoyed the opportunity of being able to take a walk outside with her mother. Mrs Tiongco stated, "The ones she enjoyed so far were walking in the snow, and going outside to see what's there...she really likes drawing what she see from there" (p. 2). Mrs. Tiongco referred to the art appreciation activities when she stated, "When you give us ideas on what to look for the pictures -- she's not really into looking at pictures to see what's there" (p. 2).

3. Mrs. Tiongco believed that it was a valuable learning experience. She stated, "It gives me an idea of where she's at. How
much she likes the colours, when she draws things, or writes her name. It gives me an idea of what she can tell -- what she notices from the picture -- how imaginative she is" (p. 2).

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Tiongco believed that using the mark-making book and the accompanying activities was definitely a meaningful learning experience. She stated, "This is new. I had other kids, and they didn't have anything like this in nursery school or in kindergarten. I think it's a good idea" (p. 3).

2. Mrs. Tiongco observed that by using the mark-making book Crystal learned to be responsible. She stated, "She knows it has to be done by Monday. She reminds me, 'My homework! My homework!'" (p. 3)! Mrs. Tiongco further stated that she observed Crystal being more descriptive in her use of language and in her drawings.

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Activities

1. Nature of the Activity

Mrs. Tiongco felt that she was at a loss in terms of thinking of innovative parent-initiated activities. She stated, "I prefer to have it written" (p. 4). Instead, Mrs. Tiongco chose do the activities that she felt most comfortable with -- talking with Crystal about various experiences then having her practice printing or draw in the mark-
2. Value of the Activity

Both Mrs. Tiongco and Crystal enjoyed doing these activities. Mrs. Tiongco stated, "Yes, she always loved drawing. We always end-up talking about what we did yesterday, or where we went, and we had to get her motivated" (p. 5).

3. Learning Through the Activity

The activity concluded with family inviting Crystal to use her mark-making book. Mrs. Tiongco stated, "Then we'd say, "Why don't you draw that, or write that" (p. 5).

B. Art Appreciation Activities

1. Nature of the Activity

   Every second Friday, Crystal would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and Mrs. Tiongco would both look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude by Mrs. Tiongco inviting Crystal to draw in her mark-making book in response to the theme.

2. Value of the Activity

   a. Mrs. Tiongco thought that it was worthwhile teaching art
appreciation to Crystal. She stated, "She basically recognized everything that was there, and she tried to draw it from her point of view" (p. 5).

b. The most enjoyable aspect of using the art appreciation activities was sitting down with Crystal, looking at and talking about the art visuals. Mrs. Tiongco stated, "To see what she liked, how it made her feel, and the way she pretended she was there" (p. 5).

c. Mrs. Tiongco did not find the art appreciation activities challenging; however, she observed that on a couple of occasions Crystal was inattentive when they both looked at and talked about the art visuals. She stated, "Just looking at pictures sometimes -- when you give us ideas as to what to look for in the pictures -- she'd rather talk about something else" (p. 2). Mrs Tiongco further stated, "Crystal just wants to draw. At times, you have to get after her to sort of concentrate on the picture. I guess she really has to be interested in the picture" (p. 7).

3. Learning Through the Activities

a. Mrs. Tiongco believed that using the mark-making book with the accompanying coloured art visuals was a good way to teach Crystal about art appreciation. She stated, "Yes, so they know what to look for." Mrs. Tiongco continued to say, "It gives an idea what art is" (p. 6).

b. Mrs. Tiongco didn't comment on whether the accompanying art
appreciation questions were helpful. She just stated, "We basically followed the instructions" (p. 6).

c. Mrs. Tiongco believed that doing the art appreciation activities was personal learning experience, She stated, "It made me think...You know, it kind of opens up your mind" (p. 7). Mrs. Tiongco, however, admitted, "I really don't have time to sit down and look at pictures. Like, it would be nice to go to a gallery or something and look at pictures" (p. 7).

d. When Mrs. Tiongco was asked, "What do you think your child learned from these art appreciation activities?", she simply stated, "I asked her if she wanted to be an artist, and she said, "No, but I'll really try" (p. 7).

C. Parents Choice Component

1. Nature of the Activity

Mrs. Tiongco preferred doing the visual awareness activities with Crystal. They usually began the activity by taking a walk throughout their neighbourhood and observing their surroundings. Upon their return home, Crystal would be invited to draw a picture in response to the experience.

2. Value of the Activity

Mrs. Tiongco stated, "I found that it was the most enjoyable part. You know, being able to go out with you kid and doing what
you're doing as part of school work -- thinking about what she was going to draw" (p. 7).

3. Learning Through the Activity

On one occasion, Mrs. Tiongco stated, "I didn't tell her it was about homework or anything. And, then we got in, and I asked her, "Do you remember what we saw?" So she drew a van, snow and our neighbour's tree without the leaves" (p. 8). Mrs. Tiongco was pleased to learn that Crystal remembered most of the experience. She stated, "...we'd be walking there and she'd notice something I didn't think she'd remember. It was important to her because the next day I'd see her drawing or whatever" (p. 8).

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Tiongco agreed that the mark-making book was useful in terms of supporting school and home learning. She stated, "It kind of gives you an idea of how much they are willing to do or able to do. You know, sometimes in the nursery you really would think they just play here play there. But, when they get home, you say, "Hey, You can write this, or you can do this." It's just not songs and games at school. It opens up their minds, I would think" (p. 8). Mrs. Tiongco further stated, "It makes the kids more responsible. They bring it home, and they have to take it back to school. That's one responsibility right there" (p. 9).
4. Other

Mrs. Tiongco stated, "...I know she's been enjoying this book a lot. It'd be nice to have this even in kindergarten. The idea of them thinking, or her thinking that it is some kind of homework makes her feel proud and that builds up her self-esteem" (p. 9).

4.7d) Interview # 2 - Mrs. Tiongco

1. Mark-Making Book - Purpose and General Value

A. Response to the mark-making book's use over an extended period of time

Mrs. Tiongco stated, "I find that it has helped her a lot. Her drawing has improved, and when the weekend comes she knows that she has to do it. Not that she has to, but she really wants to because she really enjoys it a lot. And like before, she wants to draw more than she really has to. She expresses her feelings towards whatever the theme is through her drawings" (p. 1).

Shift:

Int. #1 The parent supported the use of the mark-making book.

Int. #2 The parent stated she observed her child was motivated to use the mark-making book; she became accustomed to a routine; and enjoyed expressing her feelings through drawing.
B. How the Mark-Making Book was Used?

Using the mark-making book became a share experience with the Tiongco family. Mrs. Tiongco stated, "A couple of times it's been my ten year old daughter working with her. And, it's usually when they have a book to read, and they talk about it and then draw something about it" (p. 1). Mrs. Tiongco continued to say, "Other times, it's me or my husband. She wants both of us to be there" (p. 1). Usually the family works at the dining room table. The amount of time spent on the mark-making book depends on how long Crystal is willing to continue drawing. Mrs. Santos commented that Crystal will spend at least half an hour drawing in the mark-making book. There have been times where, as Mrs. Tiongco stated, "We have to tell her to stop" (p. 2). On occasion, the mark-making book travels to her cousin's home. As Mrs. Santos states, "She wants to show it off to them. She tells them that she has homework" (p. 1).

Shift:

Int. #1 The father was apprehensive in terms of using the mark-making with his child.

Int. #2 Both parents became involved in the use of the mark-making book; their child brought it along when the family visited relatives; and their child used it as a communication tool.
C. Affective Response to the Mark-Making Book

1. Mrs. Tiongco enjoyed using the mark-making book. She stated, "It's got better for my husband, too" (p. 2). Although Mr. Tiongco supported the idea of the mark-making book, he felt he wasn't experienced enough to use the accompanying activities, and they would probably take too long to do. However, Mrs. Tiongco stated, "I told him they just gave us an idea of what to talk about. And then I said, "So just sit there and talk about the picture" (p. 2). Mrs. Tiongco further stated, "Sometimes we wrote a little comment at end about how she reacted" (p. 2).

Shift:

Int. #1 The parents were becoming accustomed to the sense of routine, and the notion of spending, "quality time", with their child; they also observed that the child was developing a sense of responsibility.

Int. #2 Both parents came to enjoy using the mark-making book with their child.

2. Mrs. Tiongco observed that Crystal enjoyed using the mark-making book. She stated, "Especially, when we do her mark-making book when her brother and sister do their homework assignments. She feels like one of them now. Not that we think of it as a real assignment for her, but it makes her feel as if she's one of them -- school kids" (p. 2).
Int. #1 The parent observed her child was motivated to use the mark-making book on a regular basis; she preferred participating in the visual awareness activities because of the parental involvement; art appreciation activities at this point were not appealing.

Int. #2 The parent observed her child continued to enjoy using the mark-making book, especially when she worked together with siblings.

3. Mrs. Tiongco believed using the mark-making book was a valuable experience. She stated, "Yes. The time we spent doing whatever -- it was with her. Drawing or writing. She'd love to write about everything she's drawing" (p. 2).

Int. #1 The mark-making book was seen as a tangible means of "showing" the parent her child's learning development; it supported verbal, pictorial, and written expression, as well as stimulating her imagination.

Int. #2 The parent valued the, "quality time", spent with her child; the use of the mark-making book continued to support pictorial and written expression.

D. Perceived Learning Through the Mark-Making Book

1. Mrs. Tiongco believed that using the accompanying mark-making book activities was a personal learning experience. She stated, "Sometimes it's hard to get ideas of what to do so these questions or
suggestions really helped us guide her long in her learning. Mrs. Tiongco referred to the "Bedtime", visual awareness activity which involved taking a bath, then doing a drawing in response the experience. She stated, "She even wanted us to give her a bath because she forgot what she does when she takes one. So, we did, and put her to bed, and did her mark-making book. She even drew a bed or something at that point. The idea of using a sea shell as a visual awareness activity was appealing to Mrs. Tiongco, as well. She stated, "They visualized the texture, or what was inside there before. She brought it home and tried to draw it. She could see all the little designs in it. I think she thought there was a little monster in it, so she tried to draw a friendly shell. She tried to think about the other types of sea shell that she had at school" (p. 3).

Shift:

Int. #1 The parent regarded the use of the mark-making book as a novel, and meaningful way to teach children.

Int. #2 The parent learned that the use of the mark-making book supported parent education in terms of the accompanying activities; it stimulated her child's imagination; it supported the learning of the elements of design; the development of perceptive skills; and was a tangible means of reminding the child of the activities that transpired at school.

2. Mrs. Tiongco believed that using the mark-making book was a meaningful learning experience for Crystal. She stated, "I think her
vocabulary has improved a lot, too. Sometimes she'd come up with words that I never heard her say. I don't know if she learned them from school or from T.V., or from whatever. I ask her where she learned them, and she says, 'Because I'm smart'. I can see it through her drawings what they've learned. She's really absorbing what they have done at school. And, she's showing me through her drawings and the colours that she uses, and through the counting. So, I'm sure they cover that at school. She has also learned through her mark-making book that, although she cannot write words yet or sentences, she can express her feelings about the picture or book, or whatever it is through her drawings and the colours that she uses" (p. 3).

**Shift:**

**Int. #1** The parent credited the use of the mark-making book for supporting her child's vocabulary and pictorial development; and for teaching her child a sense of responsibility.

**Int. #2** The parent observed her child continued to be motivated to learn through the mark-making book whether at school or at home. Through its use, she was being taught that meaning making through drawing was valued as a means of self-expression. It continued to support vocabulary and pictorial development; and the learning of simple math concepts.
2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Usually the activity involved talking about what the family did on the weekend, or a special event. Crystal would be invited to respond to the experience in her mark-making book. Mrs. Tiongco stated, "Let's say if we went outside, she'll try to draw the snow, if we made a snowman". (p. 3).

Shift:

Int. #1 The parent stated she preferred to use the accompanying mark-making book activities. However, she did initiate conversations with her child that dealt with family outings or special events, then she would be encouraged to print and draw in the mark-making book.

Int. #2 The parent continued to engage her child in activities that encouraged her to reflect on family outings, then to draw her feelings about the experiences in the mark-making book.

2. Value of the Activity

Mrs. Tiongco found value in this activity because it involved the entire family at times. They enjoyed participation in the activities, and even taking about them afterwards.

Shift:

Int. #1 The parent regarded the mark-making as a valued means
of supporting her child's love for drawing; and its use encouraged parent-child communication.

Int. #2 Participation in the parent-initiated activities became a family affair.

3. Learning Through the Activity

Mrs. Tiongco believed that Crystal was learning to value her thoughts by drawing them in the mark-making book. She stated, "She tries to describe what she did through her drawings, or what she experienced. So, she's learning to express herself, or to draw a little journal" (p. 4).

Shift:

Int. #1 The parent supported learning through the mark-making book by encouraging her child to draw or write about personal experiences.

Int. #2 The child continued to be encouraged to draw or write about personal experiences in the mark-making book.

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday of the month, Crystal would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. Both she and Mrs. Tiongco would sit together, look at the art visuals and use the questions as a guide to talk about
the art work and the artist. The activity would conclude with Mrs. Tiongco inviting Crystal to draw in her mark-making book in response to the theme of the art visual.

2. Value of the Activity

a. Mrs. Tiongco believed that it was worthwhile teaching art appreciation to young children. She stated, "I think it is. When I see other people interested in art and it makes me wonder because I myself am not into art. But I think that getting children acquainted with these ideas, or opening their minds to art -- it's a good start. They might never get interested in it, but when they do it at school, it might be their field when they grow up" (p. 4).

Shift:

Int. #1 The parent was able to observe her child's level of visual perception and her drawing response to the theme of the art visual.

Int. #2 The parent supported the value of the art appreciation component from the point of view of the child. It exposed children to ways of knowing that could be of future benefit.

b. Mrs. Tiongo observed that Crystal enjoyed doing the art appreciation activities by the behaviour she displayed as she drew in the mark-making book. She referred to a mark-making book entry that Crystal enjoyed drawing. It was a drawing response to Matisse's,
"Goldfish". She stated, "I think it was after you had just talked about the painting. This painting was still fresh in her mind, so she knew what to look for and draw" (p. 5).

Shift:

Int. #1 The parent enjoyed the parent-child communication that evolved as a resulted of engaging in the art appreciation activities.

Int. #2 The parent observed her child enjoy participating in the art appreciation activities.

c. Mrs. Tiongco didn't find the art appreciation activities challenging. She stated, "There wasn't anything challenging because it just came natural for her, just to draw what she sees and observe and visualize -- what it is about this art" (p. 5).

Shift:

Int. #1 The parent didn't find the art appreciation activities challenging, however, she observed her child preferred to draw instead of participating in the art appreciation activities.

Int. #2 The parent observed her child was more responsive to the art appreciation activities over an extended period of time. She came to enjoy talking about the art visuals and drawing in response to the theme.

3. Learning Through the Activity

a. Mrs. Tiongco agreed that attaching coloured art visuals in the mark-making book was a good idea. She stated, "I think so. It lets
them sit down and look at the picture, and visualize the colours. And, it gives them an idea of what art is. It gives them a chance to respond to it -- whether they like it or not. It's a good idea" (p. 4).

Shift:

Int. #1 The parent supported the use of the art visuals. She believed the experience allowed her child the opportunity to develop visual perception skills, and an appreciation for art.

Int. #2 The parent continued to support the use of the art visuals. She valued the idea that children were given an opportunity to verbally and pictorially respond to the various works of art and their themes.

b. Mrs. Tiongco found the accompanying art appreciation questions very helpful. She stated, "It gives us an idea what to talk about. As I said, I'm not into art so I wouldn't know what to talk about, or what to look for. So we just followed the guidelines from there" (p. 5).

Shift:

Int. #1 The parent acknowledged using the questions that accompanied each of the art appreciation activities.

Int. #2 Due to her inexperience with art, the parent appreciated having the questions available to use with her child.
c. Mrs. Tiongco learned that by doing the art appreciation activities with her daughter, as she stated, "I can see that she appreciates art in some way by the way she looks at the picture" (p.5).

Shift:

Int. #1 The parent believed using the art appreciation activities with her child contributed to her own personal learning. She was not familiar with this way of making meaning, and appreciated being given the opportunity to learn about art.

Int. #2 The parent learned that her child was becoming interested in the art appreciation activities by the way she looked at the art visuals.

d. Mrs. Tiongco noticed that Crystal formed her own opinion about art and artists while doing the art appreciation activities. She stated that Crystal believes that, "Drawing can make you famous" (p. 5). Mrs Tiongco continued to say, "She tells me it's been drawn by -- she doesn't remember the name, but it's somebody that her teacher knows" (p. 5).

Shift:

Int. #1 The parent didn't give a direct answer to this question. It was clear by the child's response, however, that she eager to please her mother.

Int. #2 The parent observed that her child began to favourably respond to the art appreciation activities.
C. Parents' Choice of Activities

1. Nature of the Activity

Mrs. Tiongco chose to talk about a visual awareness activity which involved parents collecting postage stamps for the "Holiday Mail" theme. The intent of the activity was to have the children look at and talk about the art work that was represented on the stamps. Then they glued them into their mark-making book with the help of an adult. The activity concluded by inviting the children to draw a stamp design of their own in their mark-making books.

Shift:

Int. #1 The parent preferred participating in the visual awareness component.

Int. #2 The parent continued to prefer participating in the visual awareness component.

2. Value of the Activity

Mrs. Tiongco observed that Crystal enjoyed doing this activity. She stated, "Every day she asked if we had any stamps. A lot of the stamps my mom collected from letters she gets from back home" (p. 6).

Shift:

Int. #1 The parent enjoyed taking her child on family outings, and enjoyed anticipating what might be drawn in the mark-making book.

Int. #2 The parent observed her child was independently
motivated to participate in the mark-making book activities.

3. Learning Through the Activity

Mrs. Tiongco noticed that Crystal began to take an interest in what stamps were used for. She stated, "Because when she sees me writing a letter, she knows I have to get stamps for them. She has an idea about stamps" (p. 6).

Shift:

Int. #1 The parent was pleased to observe the development of her child's visual perceptive skills; and she also showed she was able to recall their family outings, through her drawings in her mark-making book.

Int. #2 The parent observed her child was motivated by the use of stamps. Not only because it originated as a mark-making book activity, but the child also noticed her mother using stamps to post mail.

3. Mark-Making Book as a Link Between School and Home Learning

Mrs. Tiongco stated, "I think that this mark-making book gives parents more of an idea of where the kid is at school, rather than the kids just bringing some art work home everyday. Sometime we can't really tell what it is that they've drawn, and we have to wait for the parent-teacher interview to learn about what they have done -- in a couple of months or whatever it is. But with this mark-making book, it gives us an idea of where they stand or how they adapt to things"
The parent valued the notion of the mark-making book regularly supporting school-home communication; and that its use developed in children a sense of responsibility. It informed the parent what is being taught at school, and of the progress in her child's learning development.

The parent continued to value the notion of the mark-making book supporting school-home communication. It regularly informed the parent of what was being taught at school; and the progress in her child's learning development. This tangible means of communication empowered the parent to immediately act upon any learning difficulties that may arise.

4. Most Valuable Characteristic of the Mark-Making Book

Mrs. Tiongco stated, "I think it's the time that we spend with our child doing the activities. I read somewhere that time is the most valuable thing that you can spend on your children. So, no matter how busy we are, somehow it still comes to me that it's still very important that we spend time with them. Even through this -- the mark-making book. Not that we don't spend time with them, but the bonding part is there" (p. 6).

Prior to the use of the mark-making book, the parent anticipated that the most valuable characteristics of the mark-making book were: it's value in supporting the
notion of, "homework", and acting as a tangible means of supporting a child's verbal and visual dialogue.

Int. #2 The parent came to realize spending "quality time" was another attribute of the mark-making book experience.

5. Continued Use of the Mark-Making Book

Mrs. Tiongco stated, "I'd strongly recommend it. Not just for the time that I mentioned earlier -- the time spent with your children, but also I get to keep it so it's a good remembrance -- a keepsake. When they make drawings, you can't really put them aside or keep them forever. But this mark-making book is a good idea. It helps them a lot with their learning, too" (p. 6).

6. Other

Mrs. Tiongco had no other comments to make.

4.8) Case Study # 8 - The Wong family

4.8a) Family Portrait

Dr. and Mrs. Wong were born and educated in central China. Prior to immigrating Canada in 1994, the family lived in New York City where Dr. Wong spent two years completing post-doctoral work in medical science at Rockerfeller University. Currently, Dr. Wong is a medical researcher with the Manitoba Institute of Cell Biology which is
affiliated with the Cancer Foundation at the Health Sciences complex in Winnipeg. Mrs. Wong trained as a secretary in China, and eventually became an administrative assistant with a Chinese pharmaceutical firm. This past year, she studied the English language at the Winnipeg Adult Education Centre. Mr. and Mrs. Wong's eldest child, four year old Jenny, was born in China; while their young son Bowen is American born. The Wong family chose to live in this neighbourhood due to the location of Dr. Wong's place of work and daycare facilities. The main language spoken at home and within their social circle of is Mandarin. The Wong family strongly believe in maintaining their cultural and linguistic heritage.

4.8b) Jenny Wong - nursery child - age four

Prior to attending Wellington School's nursery program, Jenny stayed at home with her mother and young brother. Her knowledge of the English language was limited since the main language spoken at home and within the family's social circle is Mandarin. Jenny's daily activities, aside from watching children's programming on television, playing with toys, and being taken on outings, included being read to in Chinese and English, and being shown how write Chinese characters and print the English alphabet.

Jenny's first month at Wellington School proved to be somewhat of a traumatic experience. As well as attending the Wellington School nursery program in the morning, she was also sent to a local daycare
in the afternoon. Each morning Jenny would cry for at least ten minutes. However, the comfort of being held close and hugging a cuddly toy eventually help her become calm. She eventually came to accept the nursery setting and proved to be a very sociable little girl. As she acquired the English language with ease, Jenny became more vocal during circle-time, and thoroughly enjoyed singing and dramatic play when the opportunity arose. Drawing, painting, and working at the craft time were activities Jenny chose to do on a daily basis. She particularly enjoyed using the mark-making book either during free play or during mark-making book time. Aside from drawing in it or making a collage, Jenny would occasionally flip through the book, look at what she had previously accomplished then share her work with children nearby.

4.8c) Interview #1 - Mr. Wong

1. Mark-Making Book - Purpose and General Value

A. Attitude Towards the Mark-Making Book

1. Mr. Wong's initial attitude towards the mark-making book was very positive. He stated, "At that time, I though that it was a great idea,...it definitely encourages parent and child communication...this is very good for a child's development. I wasn't too sure how well I could do, but since I felt it was a good idea, I decided to go ahead" (p. 1).
2. Mr Wong believed the most valuable characteristic of the mark-making book was its role in supporting parental involvement in a child's learning. He stated, "I think the parent's involvement in the development of the child's education is very important, and at home you learn from the child what he or she learned at school. In the meantime, you spend time with your child, and you teach her something you learned from your childhood" (p. 1).

3. Now, that I've experienced using the mark-making book, I realize it definitely encourages parent and child communication. It's very good for a child's learning and physical development" (p. 1).

B. How the Mark-Making Book was Used?

Each Friday after school, Jenny would show Mr. Wong her mark-making book and the accompanying activity sheet. He would place Jenny on his lap, read through sheet, then both of them would spend about thirty minutes doing the activity. The activity would conclude with Jenny drawing a picture in the mark-making book.

C. Affective Response to the Mark-Making Book

1. Mr. Wong admitted that he enjoyed using the mark-making book. He stated, "Oh, sure. Definitely. Sometimes, you feel the stress of work, but you get home, and little child sits down on you lap and you read a book together. You forget all about your worries as you enjoy your child's company" (p. 2).
2. Mr. Wong admitted that there were a couple of times where Jenny lost interest after about fifteen minutes and chose to do something else. However, in general, both he and Jenny enjoyed the time spent together. He stated, "I'll read a story, then we might talk about what kind of a story it is, or what it was about, or what colours she saw, or what's her favourite kind of a picture she likes. So then we might go through all our pictures and talking about them some more. Then she might tell me what she did in school during the day" (p. 1). Mr. Wong admitted that he wasn't very good at drawing, but both he and Jenny would talk about the activity and get it done.

3. Mr. Wong believed using the mark-making book with Jenny was a valuable experience. He stated, "I think that a parent's involvement in a child's education is very important" (p. 1).

D. Perceived Learning Through the Mark-Making Book

1. Mr. Wong admitted that using the mark-making book was a meaningful personal learning experience. He stated, "At home you learn from the child what he or she learned at school. And, as you spend time with your child, you teach her things that you learned from your childhood" (p. 1).

2. Mr. Wong observed that Jenny experienced learning in many ways. Mr. Wong stated, "She learned about colours shapes, and even how to investigate things, and even that nature matters. She feels very good about what she has done. Now, she even writes Chinese characters."
From my point of view that's big progress" (p. 2). Mr. Wong further stated, "And now, she can write from one to twenty, and about ten Chinese characters" (p. 4).

2. Components of Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

Mr. Wong attempted a variety of activities with Jenny. He took the opportunity to use the mark-making book to teach Jenny how to write Chinese characters. He would write below her drawing in Chinese instead of English. Mr. Wong would also encourage Jenny to draw in her mark-making book.

2. Value of the Activity

The Wong family values their cultural and linguistic heritage. Mr. Wong took the opportunity to support Jenny's learning of Chinese through the use of the mark-making book. He also believed that drawing was a meaningful way for a young child to learn. Mr. Wong stated, I have to admit I'm not good with drawing, but we did it together" (p. 3).

3. Learning Through the Activity

Mr. Wong took the opportunity to teach Jenny about her cultural and linguistic heritage. Referring to the writing of Chinese
characters, he stated, "Some words look like a picture so when a student is writing, she will learn how to draw a picture -- that the same concept" (p. 2). Mr Wong also mentioned that Jenny can write about 10 Chinese characters. In terms of drawing, Mr. Wong stated, "She definitely knows different colours, and how to mix different colours together, you know. And now, she draws a picture more beautifully, not just a straight line or a wavy line" (p. 2).

B. Art Appreciation Component

1. Nature of the Activity

Every second Friday, Jenny would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and Mr. Wong would both look at the art visual and use the questions as a guide to talk about the art work and the artist. The activity would conclude with Jenny drawing in her mark-making book in response to the theme.

2. Value of the Activity

a. Mr. Wong believed that art appreciation was worthwhile teaching young children. He stated, "Oh yes, definitely. It's a good idea. It's never too early to get the children involved. Mr. Wong referred to Ted Harrison's painting entitled, "Sled of Dreams", when he stated, "For example, this is about snow. Here we learn about using different colours to make the picture move, using
b. Mr. Wong admitted that he enjoyed using the art appreciation activities with Jenny in terms of the conversations they shared. He stated, "Oh yes, I showed her the picture and asked her questions about -- what was this about? And, she would tell me, her point of view" (p. 3).

c. Mr. Wong admitted that he did not find using the art appreciation visuals challenging. He stated, "That was the most enjoyable part for me because as I said when I was a child, I didn't have the opportunity to learn about art appreciation. I would look at the picture, then look at the questions, and then do the activity with Jenny." Further on during the interview, however, Mr. Wong stated, "Since, I wasn't familiar with art appreciation, I, first, had to learn about it myself. So, it was kind of challenging" (p. 6).

3. Learning Through the Activity

a. Mr. Wong admitted that using the mark-making book with the accompanying colour art visuals was a good way to teach Jenny about art appreciation. He stated, "Yes, this is a very good way to teach art appreciation" (p. 3).

b. Mr. Wong admitted that he found using the art appreciation questions helpful. He stated, "You just ask, "What is it about, or what are the people doing, or what kind of colours does she see"
(p. 4)? He further stated, "It was easy to understand" (p. 4).

c. Using the mark-making book while doing the art appreciation activities was a personal learning experience for Mr. Wong. He specifically referred to a drawing Jenny drew in response to the theme of an art visual. He stated, "I'm not that good with drawing, but when we do it together, we learn from each other. Sometimes she draws something unusual. For example, she might use a different colour to draw something that normally wouldn't be that colour. But, she explains her point of view, and I learn something from her, too" (p. 4).

d. Mr. Wong observed that Jenny learned, "how to talk about art and how to draw" (p. 4).

C. Parent's Choice of Component

1. Nature of the Activity

Of the four mark-making book components, Mr. Wong favoured the children's literature component the most. Every third Friday of the month Jenny would bring home a children's book with an accompanying activity sheet. Mr. Wong would read to her on his lap. "He stated, I would read the story in both languages. First, in Chinese, then in English" (p. 5). Once he was done, they would talk about the story and the illustrations in Chinese and English. The activity would conclude with Jenny being invited to draw a picture in her mark-making book in response to the theme or the story.
2. Value of the Activity

Mr. Wong enjoyed doing the children's literature component with Jenny. This was evident throughout the entire interview. Whenever he felt there was an opportunity to comment on the experience, he would describe in detail what Jenny and he shared. He stated, "Oh, yes. The most enjoyable part was after I read the book and I showed her an example of the picture. I'd ask her, 'What is it about?', and she would give me her point of view. For example, whether it was a story she liked or a picture, she would compare it to what might have happened at school. Some people might have done the same thing as in the story or in the picture. She would tell me if the event was similar or different. That was most enjoyable" (p. 3). Mr. Wong continued to say, "After that she would tell me from her view, her version of the story. Sometimes it's kind of funny because it's from a four year old kid's view of how to look at the world. So, naturally I -- I will learn something from that, I think" (p. 4). He also believed that doing this activity was valuable because he was able to use the Chinese language while doing this activity (p. 5).

3. Learning Through the Activity

Mr. Wong found this activity challenging in a couple of ways. He stated, "Maybe you don't realize how to be a teacher. During this experience, you learn how to be a good first teacher. Secondly, you
might not feel comfortable talking about the drawings during this activity" (p. 5). He further stated, "It might be difficult, you know to get one story in both languages" (p. 5). Mr. Wong took this opportunity, as he stated, "to learn how to use both languages" (p. 5). He observed that Jenny learned to express her point of view in terms of what she thought about the story. Mr. Wong was hoping that Jenny would learn to appreciate both the Chinese and English cultures. He stated, "I think it would prepare her more for the future" (p. 5).

3. Mark-Making Book as a Link Between School and Home Learning

Mr. Wong wholeheartedly supported the notion of the mark-making book linking learning between the school and the home environments. "Oh, this is definitely a very good tie to get the parents and the teacher in the school together. Because as I said before, during this process you will learn what she did in the school. At the same time you might find what's a weak point and what's a strong point of your child. And I will be more prepared for the future development of my daughter, for how to deal with the weak points, how to incorporate the strong points. You will learn something from her too. You will be more prepared to be a good first teacher. It's very important, I think every school should have this kind of a program to encourage the planning of teachers working together for childrens' education" (p. 5).
4. Other:

"If we didn't have the mark-making book we'd probably spend time just watching television. And, we wouldn't know what children did at school. Maybe they're having problems, but you don't know" (p. 4).

"I will definitely appreciate the teacher in this program to encourage the parents and the school working together for the children's education. Definitely a good idea. We should have this program for every school. That would be very good for the childrens' future, for the nations's future" (p. 5).

4.8d) Interview # 2 - Mr. Wong

1. Mark-Making Book - Purpose and General Value

A. Response to the Mark-Making Book's Use Over an Extended Period of Time

Mr. Wong stated, "I think the mark-making book is a really good idea. It encourages parent-child communication. Jenny has learned a lot. As I look through her mark-making book, I see she has done much better than before. I would say, -- largely, because of the mark-making book" (p. 1).

Shift:

Int. # 1 & 2 The parent maintained that the mark-making book supported parent-child communication.

Int. # 2 The parent credited the mark-making book for
contributing to his child's learning development.

B. How the Mark-Making Book was Used?

Mr. and Mrs. Wong both shared the responsibility of working with Jenny in the mark-making book every Saturday evening for about 30 minutes. Mr. Lee stated, "Usually on a Saturday night. After a whole week everyone is tired, so it's Saturday" (p. 1). On occasion, both Jenny and Lingling work in their mark-making books together in either Jenny's apartment or in Lingling's.

Shift:

Int. # 2 The use of the mark-making book changed from Friday night to Saturday evening; and his child was regularly joined by her friend to do the mark-making book activities.

C. Affective Response to the Mark-Making Book

1. Mr. Wong enjoyed using the mark-making book with Jenny. He stated, "Oh, yes. There's no doubt about that. I'll keep saying this for a long time. Why I say this is because now life is tough. You spend a whole day at work, and you come home, and a little child wants share with you her or his ideas, or what she or he has done at the school. And, naturally, as you share this experience with your child, you forget the stress of the day. That's very enjoyable" (p. 2).
Shift:

Int. # 1 & 2  The parent stated he enjoyed spending "quality time" with his child while using the mark-making book.

2. Mr. Wong observed that Jenny enjoyed using the mark-making book whether she worked with her parents, independently, or with Lingling. Mr. Wong stated, "If I ask her, 'Do you want to try another one?' She is willing to do more" (p. 2). He continued to say, "When she feels she's done well, she shows me her work -- she's very proud. I quite enjoy that" (p. 2).

Shift:

Int. # 2  The parent stated that he observed that his child looked forward to using her mark-making book; she enjoyed working in her mark-making book; she enjoyed showing and talking about the work done in her mark-making book.

3. Mr. Wong believed using the mark-making book was a valuable experience for both Jenny and him. He stated, "The most valuable thing about this is that it encouraged parent-child communication. It tightens the key between you and your child -- you can learn something from your child. At the same time, you can teach a lot of things to your child. It improved her schedule, and helped her gain more confidence" (p. 2).
Shift:

Int. # 1  The parent stated that it supported parental involvement.

Int. # 2  The parent stated it supported his child's self-confidence, parent-child bonding, parent-child communication, and its use became a routine.

D. Perceived Learning Through the Mark-Making Book

1. Mr. Wong believed he personally learned a way of teaching children that was quite different from his own upbringing. He stated, "I grew up in China. I see two different cultures. For example, if the child did something not appropriate, in our country the parents criticize. But over here the parent will encourage the child. Before as parents, we criticised. But now, we combine the two ideas together. We don't criticise too much. Sometime you need to encourage your child. In that case, she will get confidence in what he or she is doing. So, I will say that's an example of what I learned from this one experience" (p. 2).

Mr. Wong also believed that doing the art appreciation activities with Jenny revealed a way of learning that he had never experienced before. He stated, "When I was a child, due to some reason, I did not have this kind of opportunity. So, naturally, I didn't have much of an opinion about art appreciation. I didn't even know what to talk about. But during this experience of using the mark-making book, I've benefited" (p. 3).
The parent stated it supported parent-child communication.

The parent stated that he came to learn the value of supporting a young child's learning through encouragement; and, using the art appreciation activities exposed him to a way of learning he had never experienced before.

2. Mr. Wong observed Jenny and Lingling as they both worked in the mark-making book. He stated, "I will say during these two or three months, both of them have improved a lot, and they found using it quite enjoyable. Now, they seem to know what they want to do, and they express their ideas correctly. I would say they have made a lot of progress" (p. 3).

Mr. Wong also observed that Jenny had gained more confidence in her drawing abilities. He stated, "Now, when she draws a picture, it's done very quickly, and much better" (p. 1). Mr. Wong observed that Jenny learned what he believed were basic, "scientific facts". He stated, "Along with learning about art appreciation, she also learned about colour, shape, simple math - counting. This is a foundation for learning. We have told them all the scientific facts" (p. 3).

The parent stated that it supported his child's self-esteem, the learning of the elements of design, simple science and math concepts, and the writing of Chinese characters.
The parent stated that his child became more confident in her ways of drawing. He noticed an improvement in her drawing approach. The parent also repeated that his child was exposed to simple science and math concepts, as well as art appreciation and learning about the elements of design.

2. Components of the Mark-Making Book Learning Process

A. Parent-Initiated Component

1. Nature of the Activity

   Usually Mr. Wong would ask Jenny if she had any ideas as to what she might like to do. He stated, "I'll read a story to her, show her how to count, I'll explain some Chinese characters to her, and tell her a story that way" (p. 3).

Shift:

Int. # 2 The parent continued to emphasized the learning of the Chinese language and the writing of Chinese characters. He also stated that he began to invite his child to contribute to the decision making process as to what they might do in the mark-making book.

2. Value of the Activity

   Although Mr. Wong acknowledged that the parent-initiated activities were worthwhile doing, he stated that this component was a, "tough one" (p. 3). He had difficulty thinking of activities on his own. The activities he did decide to do with Jenny reflected what he believed she might want or need to learn. He stated, "If the topic is
decided at school, then I have something to prepare. But this one is too wide, so I imagine what she wants to do" (p. 3).

Shift:

Int. # 1 The parent stated the use of the mark-making book support the learning of their linguistic and cultural heritage; and that drawing was a valuable way of making meaning, therefore, his child was encouraged to draw.

Int. # 2 The parent stated that he had difficulty deciding what other activities to do.

3. Learning Through the Activity

Mr. Wong took the opportunity to teach Jenny how to write Chinese characters in the mark-making book (p. 3).

Shift:

Int. # 1 The parent stated that his child was observed experimenting with colours, and that her approach to drawing improved.

Int. # 1 & 2 The parent stated that he continued to emphasize learning through the Chinese language, and the writing of Chinese characters.

B. Art Appreciation Component

1. Nature of Activity

Every second Friday, Jenny would bring home the mark-making book with an attached art visual and accompanying art appreciation questions. She and Mr. Wong would both look at and talk about the art visual using the questions as a guide. The activity would conclude by
Jenny being invited to draw in her mark-making book in response to the theme of the art visual.

### 2. Value of Activity

a. Mr. Wong felt that the art appreciation activities were worthwhile teaching young children. He stated, "Yes, I would say so. A child is never too young to learn about art appreciation. A child might look at an art visual and find that the idea of the painting is similar to what they were hoping to paint or draw about. The child might say, "My idea is good!" Some people can paint that, so I can do that, too. This experience gives children more confidence, more opportunity to be proud of themselves, and what they are thinking about" (p. 4).

**Shift:**

**Int. # 1** The parent emphasized the value of learning about colour.

**Int. # 2** The parent stated that he observed that the experience encouraged his child to express like ideas as those of the artist; and it supported her affective development.

b. Mr. Wong enjoyed talking to Jenny about each art visual. He stated, "It's an opportunity for the child to tell you what she likes about it. You know, sometimes you get a really fresh idea, you know. How to look at the picture? How to appreciate it" (p. 5)?
The parent stated that he enjoyed using the art appreciation activities with his child. The experience supported parent-child communication.

c. Mr. Wong didn't mention that he found the art appreciation questions challenging. Mr. Wong stated, "No, no, talking about them, as I said on a previous occasion -- it wasn't hard at all" (p. 4).

3. Learning Through the Activity

a. Mr. Wong believed that using the mark-making book with the accompanying coloured art visuals was a good way to teach Jenny about art appreciation. He was pleased with the fact that they were of such good quality. He stated, "When the children look at it, they might say, "Oh, my gosh! It's so beautiful! And it's in my mark-making book. They will feel very proud" (p. 4).

The parent stated that he observed that they were "good quality" reproductions, and his child treasured the fact that they were glued into her mark-making book.
b. Mr. Wong believed that the accompanying art appreciation questions were very helpful. He stated, "Yes, the questions stated were quite detailed -- they were very helpful. Mr. Wong would sometimes used his own ideas to question Jenny. An example he used was, "What is the drawing supposed to predict" (p. 4). He stated, "If the child drew the prediction, why did they draw it? From that predication, you will know much better how the child is thinking at that time" (p. 4).

Shift:

Int. # 1 & 2 The parent stated that the accompanying art appreciation questions were very helpful in terms of discussing each art visual.

c. Mr. Wong believed he personally learned to appreciate different points of view in terms of art appreciation. He stated, "Children have a different point of view -- sometimes you need to look at it from different point of view" (p. 5).

Shift:

Int. # 1 & 2 The parent stated that the use of the mark-making book supported parent-child communication in terms of personally learning from each others' point of view.

d. Mr. Wong observed that learning through the art appreciation activities was a meaningful learning experience for Jenny. He referred
to Matisse's painting, entitled, "Goldfish", when he stated, "She told me, "There are some fish over there", then I noticed it was a reflection -- we talked about it" (p. 5). Mr. Wong continued to say, "She learned about different colours, shapes, visual lines, how to express ideas in a different way -- using colours or shapes" (p. 6). These ideas were drawn in Jenny's mark-making book.

Shift:

Int. # 1 & 2  The parent stated that the art visuals supported learning about art through verbal and visual dialogue.

Int. # 2  The parent stated that the art appreciation activities supported the learning of the elements of design, and motivated his child to explore different ways of making meaning through drawing.

C. Parent's Choice of Component

1. Nature of the Activity

Every third Friday of the month Jenny would bring home a children's book with an accompanying activity sheet. Mr. Wong would read the book while Jenny would look at the illustrations and listen to the story. Once the story was read they would talk about it and the illustrations using the questions in the activity sheet as a guide. The activity would conclude with Jenny being invited to draw a picture in her mark-making book in response to the theme.
No shift occurred in terms of the parent choosing another component other than children's literature.

**Int. # 2** The parent stated that he chose to extend the activity by involving his child in oral storytelling.

### 2. Value of the Activity

Mr. Wong preferred doing these activities because as he stated, "You know, I know how to do these, so I can talk about them a lot" (p. 6). Aside from spending time with Jenny, Mr. Wong believed there was additional value in this activity. By telling the story, Mr. Wong stated, "I would try to praise her for what she did well - give her encouragement. But, sometimes she would get a little bit of criticism" (p. 6).

The parent stated that he valued the children's literature component in terms of parent-child communication, and the fact that he could also use the Chinese language.

**Int. # 2** The parent stated once again that the component supported parent-child communication, in addition to supporting his child's affective development by empowering her to express her point of view. It, also, motivated both parent and child to become more active in oral storytelling.

### 3. Learning Through the Activity

Mr. Wong observed that Jenny would realize what he was attempting
to do, so in turn she would tell a story from her point of view. He stated, "Now, sometimes, she will know that I am making up a story. Out of that, she will make-up her own story trying to show that she did the right thing" (p. 6).

Shift:

**Int. # 1**  The parent stated he appreciated being given the opportunity to teach his child both in Chinese and English.

**Int. # 2**  The parent stated that the activities supported oral storytelling, as well as, parent education.

3. **Mark-Making Book as a Link Between School and Home Learning**

Mr. Wong admitted that the mark-making book successfully linked school and home learning. He stated, "You will know what she or he learned at school, and you will find out what kind of progress has been made, and what needs to be worked on, right now. You get ideas to help you what to teach. This communication between school and the parents and the kids is very important" (p. 6).

Shift:

**Int. # 1 & 2**  The parent stated that he valued being regularly informed about what was being taught at school; informing the parents of their child's learning progress; therefore, enabling the parent to deal with arising learning problems; supporting parent-child communication, and supporting parent education.
4. Most Valuable Characteristic of the Mark-Making Book

Mr. Wong metaphorically described the mark-making book most valuable characteristic as a "tie", between the kids and the parents and the school. We can make the kids more prepared for school. They have more confidence for later" (p. 7).

Shift:

Prior to using the mark-making book with his child, Mr. Wong anticipated it value in terms of: parental involvement in a child's education, spending "quality time" with one's child, and parent-child communication.

Int. # 2 The parent stated that he believed the use of the mark-making book supported affective and cognitive development.

5. Continued Use of the Mark-Making Book

Mr. Wong recommended the mark-making book's continued use at the nursery level. He stated, "I would say it should be recommended to the whole country, you know, -- the whole school system. I mean for homework. I would recommend this for the whole nursery system" (p. 7).

6. Other:

Mr. Wong observed that once the mark-making book research study had come to an end, as a family they missed using the mark-making book. He stated, "The last two weeks Jenny hasn't been bring home the mark-making book. For the first time, there seemed to be something
missing. I asked her where was her mark-making book. She said, We
don't have it this week. During the second week, she asked me, 'Can we
do some kind of drawing?' -- things like that" (p. 6).
CHAPTER 5: SUMMARY AND PRESENTATION OF DATA

The intent of this chapter is to present summaries of cross-case analysis in order to answer each research question investigated. The summarized data was compiled using descriptive information gathered from two sets of structured interviews, and in one case, from parental comment sheets.

Categories within research questions generally follow the same order as presented in the interview summaries. Parent participant responses are presented in descending order of most commonly stated response. Each response is followed by the family's pseudonym for purposes of reference.

5.1) **Research Question One: How do the parents use the "Mark-Making Book" in the home environment?**

Parents responses focused on five aspects of the mark-making book's use: (1) with whom it was used; (2) when was it used; (3) where was it used; (4) the length of time it was used; and (5) what strategies were used to initiate the actual use of the mark-making book?

5.1a) **Who Used the "Mark-Making Book"?**

Each of the eight parents who first committed themselves to using the mark-making book with their child continued to do so throughout the duration of the study. Variations with reference to who else used
the mark-making book with the child were specific to each home environment. In two separate cases, the mothers, from the outset, chose to join the participating fathers and children with the use of the mark-making book. In two other cases, the fathers chose to join the participating mothers and children with the use of the mark-making book, but only during the later part of the study. In the case of the Lee and the Wong families, both assisted each other with the use of the mark-making book due to the proximity of their dwellings, and their conflicting work and study schedules. The novelty of the mark-making book and its accompanying activities attracted the interest of both older siblings and extended family members. Occasionally, they would participate by joining the parent(s) and the child on family outings; engaging in conversations dealing with specific activities; or praising the child's efforts on what has been done in the mark-making book thus far. It was also not common for these participants to try their hand at assisting with an activity; whether it was reading a story followed by using the mark-making book; assisting with a problem solving situation dealing with pictorial production; or just helping the child shape letters of the alphabet.

5.1b) When was the "Mark-Making Book" Used?

Parent participants were responsible for initiating the use of the mark-making book with their child each weekend. Although children may have requested to use the mark-making book upon immediate arrival
from school on Friday, it's use usually depended upon the mood of the parent, planned weekend activities, or set work schedules. Saturday and Sunday appeared to be the most popular days; however there were no set times stated by parent participants. Three parent participants (Guttieres, Reyes and Santos) specifically recognized that the regular use of the mark-making book on the weekends resulted in the development of a regular routine that both they and their children became accustomed to.

5.1c) Where was the "Mark-Making Book" used?

Where the mark-making book was used depended upon where the parent and/or child felt most comfortable, and upon the physical layout of each home environment. Although the dining room was the most favoured space amongst three of the eight families, not all participating families lived in homes that accommodated a formal dining area. The coffee table in the living room rated second followed by the kitchen table in terms of where the mark-making book was used. This could have been due, once gain, to the fact that neither of these families had a dining room in their homes or apartments. Although the Santos family does have a dining space in their apartment, the den in the basement area was regarded as the most appropriate space to use the mark-making book. It was a space that was generally used to do craft work with the children or any other work that was defined as "messy". In the case of the Guttieres family, the
surface of Charlene's bed was quite appropriate; and, definitely comfortable enough to accommodate both the parents and their child as they participated in the use of the mark-making book. Five of the eight families recognized the portability of the mark-making book. On occasion, it would travel to the homes of relatives and friends.

5.1d) What Length of time was the "Mark-Making Book" Used?

The length of time attributed to the use of the mark-making book by each family ranged between 30 - 45 minutes with two extremes of 20 and 60 minutes. The time variations were specific to the family dynamics at that given point in time.

5.1e) What Strategies were Used to Initiated the Use of the "Mark-Making Book"?

As previously stated, prior to the beginning of the study, parent participants were briefed on how to approach the use of the mark-making book in terms of only "inviting" the child to participate in it's use as opposed to "insisting". The only specific directions received by the parents participants were via the accompanying mark-making book activities. These directions only pertained to how one might want to proceed with a given activity once the child agreed to participate in the mark-making book's use. The strategies parent participants used to initiate the use of the mark-making book were specific to each parent's way of knowing. For instance, Jenny would
intentionally be placed on her father's lap when it was time to talk about the mark-making book entries she did at school. In the case of the Guttieres family, the ritual of getting comfortable on Charlene's bed was of utmost importance. Crystal Tiongco willingly joined her older siblings each Sunday afternoon as they all did their "homework". Although Frankie Williams enjoyed using the mark-making book, her mother on occasion made it clear to her that she was expected to use it. Mrs. Santos, on the other hand, used playful interaction to motivate Ashley to use the mark-making book. In the case of the Chandar family, the use of the mark-making book was usually one of the major events of the weekend. On several occasions, Mrs. Chandar harnessed the attention of all available family members as Anthony was about to begin it's use.

5.2) Research Question Two: What are the parental attitudes towards the "Mark-Making Book" experience?

Parental understandings and attitudes towards the mark-making book were very favourable once the study concluded. Although all eight parent participants did not necessarily express the same points of view towards the mark-making book experience, they still vehemently believed that the mark-making book concept was indeed a "good idea".

The following responses are indicative of the positive attitudes parents maintained towards the concept of the mark-making book:

- it supported a child's affective and cognitive development;
(Chandar, Lee, Reyes, Santos, Tiongco, and Wong)

. it supported a child's imagination and creative expression; (Chandar, Gallant, Santos, and Tiongco)

. it's use influenced a child's way of drawing; (Guttieres, Santos, and Tiongco)

. it was seen as a treasured item; (Santos and Tiongco)

. it enabled parents to experience a way of learning with their child that was denied them when they were young; (Chandar)

. it supported parent-child bonding; (Gallant)

. it prepared children for kindergarten; (Gallant)

. parents felt empowered to teach their children; (Guttieres)

. it's use supported the learning of the elements of design. (Guttieres)

. it presented the parent with an opportunity to become involved in their child's education; (Lee)

. it's use was a pleasurable and meaningful experience; (Reyes)

. as a reflective tool, the mark-making book enabled parents to "see" gradual improvement in their child's learning development; (Santos)

. it developed a sense of responsibility in the child; (Tiongco)

. it encouraged parent-child communication; (Wong)

5.3) Research Question Three: How do these attributes evolve as a result of active engagement over a period of time?

5.3a) Affective Response to the "Mark-Making Book"

Parental attitudes towards the mark-making book evolved as a
result of personally experiencing and observing the pleasure derived from using it with their child.

5.3a1) Parent’s Enjoyment

Each of the eight parent participants admitted they derived personal enjoyment by using the mark-making book with their child.

Parents responded in the following ways:

. they enjoyed spending "quality time" alone with their children; (Chandar, Gallant, Guttieres, Lee, Reyes, Santos, Tiongco, and Wong)

. they enjoyed watching their children draw in mark-making book; (Chandar and Gallant)

. she enjoyed the parent-child bonding that evolved as a result of mark-making book use; (Gallant and Lee)

. she enjoyed the parent-child communication as the mark-making book was used; (Chandar)

. she enjoyed observing her son independently initiate activities through the use of the mark-making book; (Chandar)

. he enjoyed being given the opportunity to relive childhood memories through play and artistic learning; (Guttieres)

. the "fun" associated with the mark-making book experience gave evidence that it's use was habit forming; (Guttieres)

. she enjoyed observing children interact with each other as they worked in the mark-making book; (Lee)

. the use of the mark-making book was a "pleasureable" experience; (Reyes)

. she observed other family members enjoyed using the mark-making book with her child. (Tiongco)
5.3a2) Child's Enjoyment

All eight parents observed their children display the following behaviours as the mark-making book was used in the home setting:

. children looked forward to using their mark-making book;
. children enjoyed working in their mark-making book;
. children enjoyed showing and talking about the work done in their mark-making book;
. children enjoyed the attention received for the work done in their mark-making book.

The following parent observations were specific to the particular family situation:

. children enjoyed looking at and reflecting on the mark-making book entries; (Chandar, Reyes and Tiongco)
. children enjoyed sharing the mark-making experience with other children; (Lee and Wong)
. children had difficulty setting the book aside when invited to do so; (Reyes and Tiongco)
. as a result of the enjoyment derived from the use of the mark-making book, the child became quite possessive and guarded the mark-making book from the prying hands of curious siblings. (Santos)

5.3a3) Value of "Mark-Making Book Experience"

The use of the mark-making book was deemed a valued experience by all eight parent participants. Their responses were as follows:

. it supports spending "quality time" with one's child; (Chandar, Lee, and Tiongco)
. it supports parent-child communication; (Chandar, Reyes, and Wong)

. it supports parent-child bonding; (Gutierrez and Wong)

. it supported a child's self-esteem; (Chandar)

. it taught children a sense of responsibility; (Gallant)

. it motivates children to engage in drawing independently; (Gallant)

. it supports the notion of forming good habits; (Gutierrez)

. it enables parents to relive their childhood ways of learning; (Gutierrez)

. it supported a child's emotional development; (Gutierrez)

. it functioned as a communication tool as the child shows and tells what he or she has done; (Gutierrez)

. the compact nature of the mark-making book, allows it to be taken along when visiting ones family; (Gutierrez)

. it occupies a child's time in meaningful ways; (Gutierrez)

. involvement in the mark-making book shows parents new ways of learning; (Lee)

. the use of the mark-making book was appealing to children; (Lee)

. learning through the use of the mark-making book was a pleasurable and meaningful experience; (Lee)

. it communicated what was being taught at school; (Reyes)

. it supports parent-involvement in a young child's learning; (Reyes)

. children come to cherish the mark-making book; (Santos)

. parents and children are motivated to continue using the mark-making book by extending learning experiences; (Santos)

. it was a tangible means of "showing" a child's learning
development; (Tiongco)

it supports a child's verbal, pictorial, and written development; (Tiongco)

it's use stimulates of child's imagination; (Tiongco)

it supported the development of a child's self-confidence; (Wong)

it supported the notion of a "routine"; (Wong)

5.3b) Perceived Learning Through the "Mark-Making Book"

Each of the eight parent participants believed that both they and their children benefited from the learning experiences provided by the mark-making book.

5.3b1) Parent's Learning Experiences

All of the eight parents participants admitted they experienced growth in terms of their personal development. The following responses are representative of what the parents discovered as they participated in the mark-making book experience:

they discovered new ways of teaching through the mark-making book experience, simple strategies using sensitive and subtle ways to actively engage their children in learning. (Chandar, Lee, Reyes, Santos, Tiongco, and Wong)

they realized the value of parental support and it's effect on a child's learning development; (Chandar, Gallant, Santos)

they realized their children were learning more than they had anticipated; (Gallant, Lee, and Reyes)

they observed that meaningful learning experiences could result from the simplest of daily routines and playful interaction
with their child; (Lee, Reyes, and Tiongco)

. she learned the value of directing her child's attention to book illustrations; (Chandar)

. she learned that meaning making through drawing plays a significant role in supporting a young child's way of learning; (Lee)

. she underestimated her child's potential drawing ability; (Lee)

. she learned that mark-making book provided tangible evidence of child's learning development throughout the year; (Santos)

. she, as a parent, experiencing a new way of learning; (Tiongco)

. he realized that both parent and child could learn from one another's way of knowing; (Wong)

. his own personal development was enriched by participating in the art appreciation activities. (Wong)

5.3b2) Child's Learning Experiences

Parent participants observed their children experience meaningful ways of learning through the use of the mark-making book. Their responses were as follows:

. they observed that drawing in the mark-making book allowed their children to engage in active inquiry enabling them to confidently express personal feelings, perceptions, ideas; (Chandar, Gallant, Guttieres, Lee, Reyes, Santos, Tiongco, and Wong)

. they observed their children become more familiar with the elements of design; (Chandar, Gallant, Guttieres, Lee, Reyes, Santos, Tiongco, and Wong)

. they observed that their children's ways of drawing improved; (Chandar, Gallant, Guttieres, Lee, Reyes, Santos, and Tiongco)

. they observed their children's perceptive skills develop; (Guttieres, Reyes, Santos, and Tiongco)
they observed that the mark-making book was a tangible means for a child to reflect on the entries, and verbally express his or her point of view on what had been accomplished; (Chandar, Santos, and Tiongco)

tyen observed that their children acquired a better understanding of simple mathematical concepts; (Gallant, Tiongco, and Wong)

tyen observed the mark-making book supported ways of learning about letters and words; (Gallant and Lee)

tyen observed that their children began mastering new vocabulary; (Gallant and Tiongco)

tyen observed that their children were exposed to simple science concepts; (Guttieres and Wong)

tyen observed that their children were able to learn from parental involvement by means of playful interaction, and shared ways of knowing; (Guttieres and Wong)

tyen observed that the use of the mark-making book supported their children's learning of the family's linguistic and cultural heritage; (Lee and Wong)

she observed that her child developed a good attitude towards school related work; (Gallant)

she observed that her child's personal development was enriched by participating in the art appreciation activities; (Lee)

she observed that her child's listening skills improved; (Santos)

she observed that the mark-making book activities supported her child's early literacy learning. (Santos)

5.3c) Components of the Mark-Making Book Learning Process

Parent participant responses in this section of the chapter deal specifically deal with: (1) the parent-initiated component, (2) the art appreciation component, and (3) those components
5.3c) Parent-Initiated Component

The parent-initiated component invited each of the eight parent participants to choose and carry out with their child mark-making book activities of their own design -- ones they believed to be meaningful learning experiences. This problem-solving situation caught parents by surprise. It was a situation where they actually had an opportunity to share their ways of knowing with both their child and their learning environment of the school. It gave cause for parents to reflect upon their own childhood learning experiences and/or to draw upon more recent understandings of what, why and how a young child should learn. As a result, parents chose ways of learning they felt most comfortable with or knew best. Six of the eight participating parents appreciated being given the freedom to generate their own ideas regarding which activities could be supported through the use of the mark-making book. The remaining two parents admitted they initially had difficulty deciding upon what activity to introduce to their child.

The following statements were supported by all parent participants:

- the activities were enjoyed as a result of the playful interaction observed and experienced by both the parent and the child;
- both parent and child participated, at some point, in the decision making process as to how the mark-making book was used;
parents came to learn that the simplest of activities could
impact on their child's affective and cognitive learning
development;

whatever activities were decided upon, whether planned or
spontaneous, they always resulted in the child making a
mark-making book entry;

their child was observed confidently expressing personal
feelings, perceptions, and ideas.

The following statements were supported by certain families:

the choice activities related to the visual awareness component
were most popular; (Chandar, Gallant, Gutierrez, Lee, Reyes,
Santos, and Tiongco)

their children were motivated to explore learning
independently; (Chandar, Lee, Reyes, and Santos)

the parents were able to support the development of their
children's way's of drawing; (Gallant, Gutierrez, and Santos)

family values, those specifically identified with one's
linguistic and linguistic heritage, could be easily supported
through the use of the mark-making book. (Gallant, Lee, and
Wong)

5.3c2) Art Appreciation Component

Art appreciation activities were included in the mark-making book
experience with the intent of presenting parents, as well as
children, with a way of learning that they, in most cases, had
never experienced.

5.3c2i) Value of the Activities

a. All eight parents believed that the art appreciation
activities were worthwhile teaching their children. Not all parents; however, came to the same conclusions:

. they observed their children develop perceptive skills; (Chandar and Santos)

. the experience supported their children's emotional development; (Chandar and Wong)

. the parents expressed regret not experiencing this type of learning during their early childhood; (Guttieres and Reyes)

. they observed that the experience encouraged children to express like ideas as those of the artist; (Santos and Wong)

. the experience supported her child's way of storytelling; (Chandar)

. her child was motivated to freely express thoughts verbally and pictorially as the mark-making book was used; (Chandar)

. the experience supported the development of problem solving skills; (Chandar)

. she believed that these activities could motivate parents to teach children about their cultural heritage; (Gallant)

. she believed the learning of art appreciation should start at a young age; (Reyes)

. he observed the experience supported his child's cognitive development; (Wong)

b. Each of the eight parents participants found the activities to be personally enjoyable. Not all parents, however, shared the same opinion. Their responses were as follows:

. they enjoyed observing how their children expressed personal feelings, perceptions, and ideas through drawing; (Gallant, Guttieres, Lee, Santos, and Tiongco)

. they enjoyed the "quality time" spent with their children; (Gallant and Guttieres)
they enjoyed engaging in visual and verbal dialogue with their child, thus learning from one another's point of view; (Tiongco and Wong)

she enjoyed listening to her child's ways of storytelling; (Chandar)

she enjoyed observing her child's self-confidence unfold; (Chandar)

she enjoyed observing her child's enthusiastic response to the art appreciation visuals; (Lee)

she enjoyed learning that the art appreciation activities could easily be integrated with other learning experiences. (Santos)

c. Two of the parent participants found the activity challenging. This response was due to their unfamiliarity with such activities and their lack of confidence to proceed. As they became more accustomed with the activities, both parents concluded that teaching art appreciation to their child wasn't as difficult as initially anticipated. One parent admitted it was a delightful way of learning from the child's point of view.

5.3c2ii) Learning Through the Activities

a. All eight parent participants believed that including coloured postcard size art appreciation visuals was a good decision. They responded in the following ways:

the art visuals enhanced the mark-making book as a reflective tool; children could turn to the art appreciation visual at their leisure; (Chandar, Lee, and Reyes)

they enabled their child to conveniently reflect on previous mark-making book experiences; (Reyes and Santos)
. they supported the development of child's critical thinking skills; (Chandar)

. they could be used as tools to engage in "show and tell" with other family members; (Chandar)

. they enabled children to see how others expressed their feelings, perceptions and ideas; (Gallant)

. they taught her child that people have to "take the time" to express their feeling and ideas; (Gallant)

. they were seen as age appropriate; (Lee)

. since they remained in the mark-making book, this enabled her child to learn something new each time the art visuals is looked at; (Lee)

. they could be used to integrate other learning experiences; (Santos)

. they enabled the parent to engage in visual and verbal dialogue with their child; (Tiongco)

. they motivated the child to verbally and pictorially express her feelings, perceptions and ideas about specific themes; (Tiongco)

. the learning experience were enhanced by the "good quality" of the art visuals; (Wong)

. his child treasured the art visuals; (Wong)

b. All eight parents found the accompanying art appreciation questions helpful in terms of guiding the learning experience with their child. One parent admitted that he would have experienced difficulty continuing with the art appreciation activities without them. Four of the eight parents, however, eventually chose to include their own questions that were specific to what they wanted their child to learn. One parent in particular departed from using the
accompanying questions during the latter part of this research project. She chose to use her own questions.

c. Each of the parent participants admitted they experienced personal growth while participating in the art appreciation activities. This resulted in a better understanding of themselves as teachers. They responded in the following ways:

- they developed more of an appreciation for art; (Chandar, Santos, Tiongco, and Wong)
- they discovered new ways of teaching through the art appreciation visuals, and simple strategies using sensitive and subtle ways to actively engage their children in learning; (Lee, Reyes, Santos, and Wong)
- they believed they had been afforded an opportunity to develop a new appreciation of works of art; (Chandar and Tiongco)
- they never had an opportunity to learn about art; (Reyes and Tiongco)
- she developed an awareness of her child's potential ability to express feelings, perceptions and ideas through language and drawing; (Gallant)
- she learned she could easily teach her child about her linguistic and cultural heritage through works of art; (Gallant)
- he learned that his child shared his enthusiasm for art; (Guttieres)
- she learned her child was more perceptive than she had anticipated; (Reyes)
- she observed the development of her child's perceptive skills; (Santos)
- she observed that learning through art appreciation could easily extend in other learning experiences; (Santos)
- she observed that her child came to appreciate looking and
talking about works of art; (Tiongco)

- he observed that learning through art appreciation afford an opportunity to learn from one another's point of view; (Wong)

d. All eight parent participants agreed that the use of the art appreciation visuals proved to be meaningful learning experiences for their children. Two parents, however, did admit that their child initially did have difficulty developing an interest in the art appreciation activities. There were other parents who admitted that some art visuals were more appealing to their children then others.

The parents responded in the following ways in terms of the art appreciation visuals being recognized as meaningful learning tools:

- children were given the opportunity to verbally and pictorially express personal feelings, perceptions, and ideas about works of art; (Lee, Reyes, Tiongco, and Wong)

- they supported the learning about the elements of design; (Gallant, Lee, Santos, and Wong)

- they supported the learning of simple mathematical concepts; (Gallant, Reyes, and Santos)

- they supported the development of critical thinking skills; (Chandar and Reyes)

- they supported their children's ways of oral storytelling; (Chandar and Santos)

- they supported the development of their children's perceptive skills; (Gallant and Santos)

- they enabled both parent and child learning from one another as they engaged in visual and verbal dialogue; (Santos and Wong)

- they supported her artistic learning; (Reyes)

- they stimulated her child's imagination; (Santos)
5.3c3) Parent's Choice Components

During each structured interview, parent participants were invited to respond to those components they enjoyed doing the most with their children; and those most valued as meaningful learning experiences. Preference given to each mark-making book component was specific to each family.

In five of the eight cases, parent's choices did not vary between interviews one and two. In two of these cases, however, parents were compelled to discuss an additional component due to an emotional connection to a specific experience. In Mrs. Lee's case, although she maintained all four components were of value during both interviews, she chose to specifically elaborate on a parent-initiated activity during interview two that she found especially endearing. As with Mrs. Santos, she chose to discuss the visual awareness component in both instances, however, during the first interview she also referred to an endearing moment as she and her child engaged in a children's literature activity. The three remaining parent participants chose to alter their choices between interviews one and two. This was due to their desire to express their opinions about another component that they found just as meaningful.

The visual awareness component was the most popular followed by the parent-initiated component, children's literature and finally art appreciation. The following responses are specific to each family situation.
Visual Awareness Component:

- parents observed the development of their children's perceptive skills; (Chandar, Santos, and Tiongco)

- parents enjoyed participating in the activities associated with the visual awareness component; (Santos and Tiongco)

- parents experienced personal growth while actively participating with her child; (Chandar)

- child was motivated to engage in the learning experience; (Chandar)

- active engagement in the activities associated with the component stimulated her child's imagination; (Chandar)

- it supported her child's mastering of vocabulary; (Chandar)

- it empowered her child to express his point of view; (Chandar)

- it enabled other family members to become involved; (Chandar)

- it enabled her to support child's drawing explorations; (Santos)

- her child was exposed to new ways of learning through the various visual awareness activities experienced in the school environment; (Tiongco)

- it offered her an opportunity to actively learn with her child; (Tiongco)

Parent-Initiated Component:

Most parent-initiated activities centred on visual awareness experiences concluding with the child drawing in the mark-making book.

- they observed that both they and their child enjoyed engaging in the activities associated with the parent-initiated component; (Gallant and Guttieres)

- it enabled their children to express their feelings through drawing; (Gallant and Guttieres)
they were offered an opportunity to teach their children the family's linguistic and cultural heritage; (Gallant and Lee)

she was offered the opportunity to integrate various components of the mark-making book resulting in the child becoming involved in a multifaceted learning experience; (Gallant)

she was able to support her child's drawing explorations; (Gallant)

her child was motivated to engage in the learning experience; (Gallant)

it supported her child's emotional development; (Gallant)

it developed his child's perceptive skills; (Guttieres)

Children's Literature Component:

parent observed child's willingness to express points of view towards different elements contained within each story. (Reyes, Santos, and Wong)

both the parent and the child enjoyed the "quality time" spent with each other; (Guttieres and Santos)

both the parent and the child found reading the stories enlightening; (Reyes and Santos)

it supported the mastering of vocabulary; (Reyes)

it offered the parent and the child the opportunity to interpret the story using languages other than English; (Wong)

it empowered the parent to take on the role of a "co-teacher"; (Wong)

it supported his child's emotional development; (Wong)

it inspired the parent and the child to become active in oral storytelling; (Wong)
Art Appreciation Component:

. parent believed the art appreciation component has a positive influence on her child's emotional and cognitive development; (Reyes)

. it provided her child a means of engaging in both visual and verbal dialogue; (Reyes)

. there were significant improvements in her child's way of drawing; (Reyes)

5.3c4) The "Mark-Making Book" as a Link Between School and Home Learning

All eight parent participants strongly supported the notion that the mark-making book was effective in linking school and home learning. Each of the parent participants responded in the following ways:

. it communicated what a child is learning at school; (Chandar, Gallant, Guttieres, Lee, Reyes, Santos, Tiongco, and Wong)

. it enabled parents to "see" their child's learning development; (Chandar, Gallant, Guttieres, Reyes, Santos, and Tiongco)

. it showed their child's emotional development; (Gallant, Tiongco, and Wong)

. it communicated the value of learning at home; (Lee, Santos, and Wong)

. it empowered parents to teach their children at home; (Lee and Wong)

. it showed teachers that parents are sincerely interested in the education of their children; (Lee)

. it taught parents as well as children; (Santos)

. it supported parent-child communication; (Tiongco)
it instilled a sense of responsibly in children; (Tiongco)

it communicated more clearly what children are learning through art education, instead of parents attempting to understand the art work children periodically brought home; (Tiongco)

it enabled parents to assist with any learning problems; (Wong)

5.3c5) Most Valuable Characteristic of the "Mark-Making Book"

Each of the eight parent participants recognized at least one characteristic associated with the value of the mark-making book. In some cases, they identified as many as three.

The mark-making book was identified as most valuable in terms of the following:

. a reflective tool documenting a child's learning development, thus enabling both the child and the parent to actually "see" learning in progress; (Guttieres, Lee, Reyes, Santos, and Wong)

. parental involvement with a child's general learning development; (Gutteries, Lee, Santos, and Wong)

. spending quality time with one's child; (Chandar and Tiongco)

. supporting the notion of "homework". (Chandar and Tiongco)

. supporting a child's emotional development; (Chandar and Wong)

. supporting parent-child communication; (Chandar and Wong)

. supporting a child's way of drawing; (Gallant and Chandar)

. supporting parent-child bonding; (Gallant and Tiongco)

. a means of giving parents direction on how to proceed with a child's future learning; (Reyes)

. a means of preparing children for kindergarten; (Wong)

. a communication tool linking school and home learning; (Wong)
5.3c6) Recommendation for Continued Use of the "Mark-Making Book"

Each of the eight parent participants supported the continued use of the mark-making book. They gave the following reasons:

- it supported a child's way of drawing;
- it would prepare children for kindergarten;
- it supported a child's emotional development;
- she observed that the mark-making book was developmentally appropriate for such young children;
- it links school and home learning;
- it recognizes drawing as a child's primary means of meaning making;
- it supports a child's self-expression through drawing;
- it is a valuable learning experience for both parent and child;
- the learning components of the mark-making book were appealing;
- it supported parent-child bonding;
- it supported a child's emotional and cognitive development;
- it was valued as a reflective tool;
- the mark-making book concept should be used in all preschool programs.
CHAPTER 6: FINDINGS OF THE STUDY

The problem of this study was to investigate the concept of the mark-making book as a catalyst in supporting parental involvement in art education in early childhood. The first research three questions were addressed within Chapter 5. The intent of this chapter is to explore the fourth and final research question.

6.1) Research Question Four: What value do parents attribute to the ideas of active involvement in their child's artistic learning?

As a result of this descriptive exploratory research study, the mark-making book presented itself as a multifaceted communication tool that not only linked home and school learning, but presented unanticipated and valuable ways of learning. The eight parents and their children participated in a transformational learning experience from which the following three major themes evolved: enjoyment, self-development, and understanding.

5.4a) Enjoyment

The theme of enjoyment was the main driving force behind the use of the mark-making book. The experience of its use proved to be of intrinsic value for both the parent and the child. This was confirmed by all eight parent participants during interviews one and two. One
parent specifically described the use of the mark-making book as, "...more of a pleasure than a job" (Mrs. Reyes, Int. 1, p. 2). In one instance, however, prior to participating in the use of the mark-making book, one parent did expressed concern over the issue of "homework", and how it's use could be a strain on her already hectic weekly schedule. (Mrs. Tiongco, Int. 1, p. 1) She was relieved once she heard that the mark-making book would only be used on weekends. The following comments were by the parent once she and her daughter engaged in it's use.

. This mark-making book is a very good idea not just to see their development throughout the year, but especially as a keepsake.

. Looking at the photo and then drawing it from their point of view was very exciting because she makes little comments as she draws each part.

. Having to do an assignment once in a while makes my little one feel as a real student because she feels proud to have her own homework like her two brothers and sister. GREAT START!!

(taken from parent comment sheet, dated Oct 15, 1995, re: Mrs. Tiongco)

The notion of "homework" is usually associated with spending a significant amount of time attending to a child's learning needs in the home environment. This can prove to be stressful if both parents are employed on a full-time basis; and, they still have the responsibilities of attending to family and home in their spare time. Since the use of the mark-making book could affect the regular routine within the home, anticipated transitional or adjustment difficulties
were considered as the conceptual framework of the mark-making book was being designed. Instead of inviting parents and children to use it during the week, only weekend use was suggested. One of the main goals of the mark-making book experience is to present both parents and their child with a memorable and enjoyable experience. Engaging parents and children in playful interaction as they learn new ways of knowing is central to the enjoyment of the experience. Monighan Nourot and Van Hoorn, (1991) cite Garvey, (1977); Schwartzman, (1978); and Vygotsky, 1976, and concur with this point of view as they state the following:

Play also provides occasions for children to encounter the perspectives of others and to negotiate important new perspectives on objects, ideas, and feelings. (p. 41)

If the mark-making book experience had not continued to provide a source of enjoyment for both the parent and the child, it would have been reflected in terms of how often it was used and the quality of the entries. This did not occur. Parents not only verbally stated, during each of the interviews, that they enjoyed the mark-making book experience with their child during each of the interviews, but they also turned to specific mark-making book entries drawn by their child to show the particular drawing they cherished the most.

6.1b) Self-Development

The mark-making book experience lead the eight parent participants through a process of self-development. As a result,
constructive and growthful changes occurred in their attitudes and behaviours towards their involvement in their child’s artistic learning. Parental acceptance of the mark-making book concept and involvement in its use was mainly due to several factors:

. their willingness to accept teacher advice and guidance;

. their willingness to follow suggested ways of teaching as described in each of the accompanying mark-making book activities.

. their willingness to participate in preplanned festive activities that in turn presented them with further opportunities to support their personal learning development, as previously discussed in Chapter 3;

The motivation exhibited by each of the eight parent participants is largely due to the willingness and efforts on the part of the teacher to assure that both they and their children experience success in the use of the mark-making book. As the result of these experiences, parents, inadvertently, began to reflect on their own early childhood learning experiences. This gave them cause to assess the value of past experiences, and compare them with those associated with the mark-making book. As parents were presented with new ways of teaching, ones that were more subtle and sensitive to the needs of their children, they observed their children favourably respond to their attentive ways and learning through the mark-making book experience. This process eventually empowered the parents to identify themselves with the notion of "co-teacher" in the artistic learning of their child. They chose to go beyond the assigned mark-making book activities and independently take risks in terms of initiating their
own ideas in the context of mark-making book use. As they began to
problem solve and attempt activities of their own design, or extend
learning experiences based of mark-making book activities they came to
integrate their linguistic and cultural ways.

6.1c) Understanding

Time to play (not only in the early childhood years), an
environment to explore and investigate, materials which are
basic to exploration and support from adults who observe,
respond and encourage reflection are four basic requirements
which need attention if children are to have the possibility
of developing an open and enquiring mind and engaging in
fruitful and satisfying forms of expression.

(White, 1993, p.109)

The four basic requirements as defined by White, (1993) are
reflected in the statements parent participants made during interviews
one and two. As they used the mark-making book and the accompanying
activities over an extended period of time, they came to an
understanding that without these fundamental supports meaningful
learning experiences would not take place in the home. They came to
understand the following:

. the value of spending "quality time" with one's child.

Parents came to the understanding that taking the time to
playfully interact with their child on a regular basis presented new
ways of learning, ones that were of benefit to both themselves and
their child. Young children enjoy the company of adults if learning is
presented in playful ways. This is a stage in their young lives where they quickly absorb learning experiences that involve observation, exploration, conversation, and working with simple tools. These experiences address their natural curiosity, eagerness to learn, and the willingness to express ways of knowing. Parents observed that their children favourably responded to the use of the mark-making book because the "time" was taken to present these learning experiences in playful ways in the home environment. Children recognized they had their parents complete attention; and were aware that both they and their parents were involved in sharing meaningful ways of learning.

Aside from the school environment, learning can take place in any amiable setting, whether within or beyond the home.

Parents came to the understanding that learning need not take place only in a formal school setting. The home environment was able to present a wealth of meaningful learning experiences that may have been taken for granted. Family activities within or beyond the home can be extended into meaningful learning experiences for a child. Whether it be making Ukrainian pysanky or origami at home, or attending a pow wow ceremony or even going to MacDonald's, all of these learning experiences can be responded to through the use of the mark-making book.

The simplest of materials such as a pencil, markers, and blank paper are invaluable tools in supporting a child's artistic learning, as well as, his or her self-expression.

Many parents are preoccupied with the notion of constantly buying
toys for their child. This need to have the "latest" toy may be to satisfy their desire to play as much as their child. Children, however, eventually become bored or quickly outgrow most toys. As a result, toys and their parts begin to accumulate in all corners of the home. Playing with household items such as pots and pans are sometimes more appealing to children than playing with toys that easily break apart or are comprised of so many parts that they require the assistance of an adult to be reassembled. In the case of using the mark-making book and the accompanying activities, parents came to understand that it didn't take much encouragement to have their children sit down at a table, lying on a bed, or on the floor and actively engage them in learning through conversation and drawing. Using such simple materials as mark-making and colouring tools, and the plain blank pages of the mark-making book engaged their children in meaningful learning experiences that sustained their interest, captivated their imagination, and gave them a means of responding through feelings, ideas, and perceptions to their world around them.

... emotional support plays a significant role in motivating a child's artistic learning.

The relationship between parent and child plays a significant role in the successful use of the mark-making book. Children respond to an attentive parent, one that provides encouragement as they both share their ways of knowing through conversation and drawing. Avoidance of mark-making book use on the part of the child would only
occur if the presentation of its use was not regarded as meaningful, and if the parent lacked the skills of engaging their child.
CHAPTER 7: Implications and Recommendations

The problem of this study was to explore the mark-making book as a catalyst for parental involvement in art education in early childhood. Specifically, it was concerned with examining the role of the mark-making book as a link supporting a child's artistic learning within both the school and the home. The research questions were:

1) How do the parents use the "mark-making book in the home environment?"

2) What are the parental attitudes towards the "mark-making book" experience?

3) How do these attitudes evolve as a result of active engagement over a period of time?

4) What value do parents attribute to the ideas of active involvement in their child's artistic learning?

This chapter will deal with the implications, recommendations, and conclusions that arose as a result of this exploratory, descriptive research.

7.1) Implications for Practice

Schools provide inputs consisting of opportunities, demands, and rewards for learning; the family provides inputs of attitude, effort, and conception of self.

(Carlson, 1993, p. 265)

This study successfully examined the potential of the mark-making book to serve as a catalyst supporting parental involvement in art education in early childhood. This qualitative study involved eight
inner-city parent participants and their nursery aged children who attended the nursery program at Wellington School, Winnipeg, Manitoba. They represented families of varying socio-economic, cultural and racial groups. Although each parent had his/her own particular experiences with the use of the mark-making book, all eight participating parents concurred, at the close of the study, that the use of the mark-making book was worthwhile in terms of linking their child's artistic learning with the school and their home.

Further evidence of the successful use of the mark-making book is reflected in the three themes that eventually emerged as a result of this investigation: enjoyment, self-development, and understanding. These themes came to light as the result of the interview data pertaining to parent and child responses to the five mark-making book components: visual awareness, art appreciation, children's literature, parent-initiated activities, and pictorial production.

7.2) Implications for Theory

The conceptual framework of the mark-making book is firmly grounded in Vygotskian theory. This study demonstrates how Vygotsky's notions of adult interaction, tools, play, and the role of affect on motivation as ways of teaching and learning contributed to the success of the mark-making book experience. Through the guidance and the use of specific teaching strategies provided by the nursery teacher, these notions took on a new meaning amongst parents. All eight parents
eventually came to accept the value of using of the mark-making book with their child. They were able to captivate their child's attention and "spark" a new perspective on established ways of knowing, and/or introduce new ways of learning. Parents were able to successfully step into their child's "zone of proximal development" and impact on his/her affective, cognitive, and artistic learning.

In the process of participating in the systematic use of the mark-making book, the experience also impacted on the parents' "zone of proximal development". As they were empowered to assume the role of "co-teacher" parents were able to plan, initiate, and mediate learning through the use of the mark-making book. As "co-participant", the parent and child jointly shared feelings, ideas, and experiences.

7.3 Recommendations for Further Study

The success of this study has set the stage for further investigation into the concept of the mark-making book and the notion of linking school and home learning. It gives evidence to early childhood professionals about the possibilities of involving parents in activities encouraging artistic development of their children, and increasing parent-teacher communication. The concept of the mark-making book should attract early childhood professionals who are receptive to this concept, and who are willing explore ways of teaching and learning that may be unfamiliar. However, recommendations for the mark-making book's effective implementation need to be taken
into careful consideration if success is to be experienced by all involved. Although mark-making book school and home use was presented to parents as a requirement of Wellington School's nursery program during the first parent-teacher interview, a handout clearly outlining the goals of the mark-making book and the expectations of parent participation was provided. Early childhood professionals who commit to using the mark-making book concept in their classroom environment need to consider the following:

. are they prepared to set aside time for daily mark-making book use.
. are they prepared to designed mark-making book activities intended for home use that correspond with the components of the mark-making book: visual awareness, art appreciation, children's literature, parent-initiated activities, and pictorial production.
. are they prepared to pack and send (with the assistance of a teacher's aid or parent volunteers) the mark-making book home each Friday with the nursery child.
. are they prepared to follow up with parents if the mark-making book is not returned Monday morning, or if the parent is neglecting to used the mark-making book with their child. What strategies would they use?

The following strategies have been used to encourage parental use of the mark-making book:

. a photograph of the parent and child was taken during the first set of parent-teaching interviews prior to the start of the nursery program. Once developed, the photographs were glued onto the front cover of the mark-making book.
. photographs were taken of children using the mark-making book in class or participating in other activities. They were also glued into the mark-making book.
Each Monday, as children arrived with their parents or with day care workers, the mark-making book entries which were done on the weekend would be looked at, the child would be praised, and a sticker would be attached to the front cover. If a parent accompanied the child, it was a good opportunity to briefly inquire how the parent felt about the book’s use in the home environment. Would the parent have any suggestions?

Once a week, during class time, the teacher would conference with each child about the use of the mark-making book and the entries.

Throughout the school year, the teacher would find an opportune time to display the mark-making books. They are excellent conversation pieces during a school open house, a Christmas party, etc.

They are a means of assessment during parent-teacher interviews.

7.4 Conclusion

We should respect our children’s first drawings, those scribbles which to us, look like so much litter at the end of another exhausting day of being a parent. It is so important to give very young children some confidence in their ability to make, to mark, to change the world a little.

(Dawn & Fred Sedgwick, 1993, p. 13)

The concept of mark-making book is simple, yet it is a synthesis of current art and early childhood education philosophy. With the changing knowledge about development in early childhood, our conceptions of how art should be taught during these early years have also changed. The mark-making book concept is just one attempt to bring this knowledge directly to the parents, via the school, thereby empowering them to become co-teachers and co-participants in a meaningful way of learning with their child.
References


University of British Columbia.


