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Children SAFETY Education in KOREA: The Effect of Debate on Media and Environmental Safety Education

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Abstract

Safety education for children is to help them to live a healthy life by learning safety knowledge, attitude and function to protect themselves from danger. In order to achieve effective safety education for children, knowledge and competence of early childhood teachers on safety education should be premised. However, in relation to the contents of safety education, the early childhood teachers perceived media safety and environmental safety to be low. A low awareness of media and environmental safety will result in a lower level of practice in safety education have. That is why new education methods related to media and environmental safety are urgently needed.

In media safety, it is necessary to cultivate proper capacity to block harmful media. It is necessary to look at the information provided by the media from a critical and analytical point of view and to cultivate the ability to accept the necessary information discreetly from a young age. In environmental safety, it requires a change of values in order to solve environmental problems. In order to do this, it is important to establish accurate values and to develop critical and analytical perspectives. Debate is the right education.

The purpose of this study was to investigate the effect of the debate method on the pre-service early childhood teachers in media and environmental safety education. The purpose of this study was to examine 21 grade-3 students who took a course on child safety management at A University in Gangwon-do using the learning achievement and the life core competency test tool. As a result of applying the debate method to the media and environmental safety education in this study, it was found that there was a significant effect on achievement of learning goals, problem solving and communication ability. In debate, since the deviation of the utilization ability as well as the knowledge acquisition is clearly visualized and the ability to communicate through refutations, questions and answers was performed as the main factors, the early childhood teachers can recognize the weakness of their weakness and can be able to 'learn well'.

[Keywords] Safety, Debate, Learning Achievement, Problem Solving Ability, Communication Ability

1. Introduction

Children safety Education is an educational program that helps children learn a safety knowledge, attitude and function so that they can protect themselves from danger[1]. It is not only protection for children themselves, it should be an entire education to learn dignity of individual human beings who respect the life of others[2]. In this regard, the contents of the safety education for

children are vast and varied. Therefore, it is necessary to consider the age of children[3]. and to consider the various causes of children safety accidents in our society.

However, in relation to the content of safety education, early childhood teachers perceived media safety as the lowest and environmental safety as the next lowest[4]. In general, a high awareness of early childhood teachers on specific areas tries to acquire

expertise in order to practice them[5][6][7][8]. Conversely, a low awareness of media and environmental safety will result in a lower level of practice in safety education have. In addition, the preliminary early childhood teachers recognized that the safety education learned in the previous education is low and the main cause of the child safety accident is the lack of experience and of education of the teachers[9]. In the previous education, there is a desperate need for new education methods related to media and environmental safety.

The core goal of media safety is to develop the proper capacity to block harmful media through systematic media education[10]. It is necessary to look at the information provided by the media from a critical and analytical point of view and to cultivate the ability to accept the necessary information discreetly from a young age[11]. However, in early childhood education, 'education through the media' was mainly used and 'education about media' and 'media education' were still insufficient[10]. In the same vein, today's environmental issues also emphasize the change of values as the most fundamental way to solve environmental problems[12]. In other words, since environmental problems are ultimately the results of individual and societal decision-making, the importance of environmental education is emphasized in that the real solution to the cause is also in the sense that it is most effective to educate the inner person[13].

In summary, it is important to establish accurate values and to develop critical and analytical perspectives in the media and environmental safety education. Debate can be considered as a new educational method to cultivate these competencies. Debate means "a formal discussion with a great deal of restrictions." After a similar level of students have completed their research and preparation for the proposed topic, they will be able to debate formally on the contrary and pursue a deep and logical understanding of the subject[14]. It is expected that this debate process will form the awareness and

values required in media and environmental safety education because it is possible to train such as research, critical reading and listening[14] and to demonstrate ability, critical thinking ability, data collection and organization ability, problem solving ability, self-expression ability, creative thinking ability, and rational thinking ability[15][16][17].

The purpose of this study is to investigate the effect of the debate method in the media and environmental safety education. The debate process in this study includes debate and controversial elements to discuss and decide on contents and teaching methods of media and environmental safety education in a broad sense. In this process, problem solving ability and communication ability were the main factors. The research questions we have set for this are as follows.

Research Problem 1. What is the effect of the debate application in the media and environmental safety education on the learning achievement?

Research Problem 2. What is the effect of the debate application in the media and environmental safety education on the problem solving ability of the pre-service teachers?

Research Problem 3. What is the effect of the debate application on the media and environmental safety education on the pre-service teacher's communication ability?

2. Research Method

2.1. Research subjects

The subjects of this study were 21 students in the 3rd grade who took the course of child safety management at A University in Gangwon-do.

2.2. Research tools

Learning achievement test tool is divided the performance criteria of the competency unit elements presented in the national incompetence standards into knowledge, skill,

and attitude. It consists of 9 items, each with 3 items.

The life core competency test tool was developed from the research of Lee Seok-jae, Jang Yu-kyung, Lee Heun-nam, and Park Kwang-yeop(2003)[18]. The study consisted of 49 questions of communication ability, 40 questions of problem solving ability, 40 questions of self-directed learning ability.

The final 46 items were constructed by revising and deleting some questions, and deleting self-directed learning ability through the validation of the expert contents. The subscale consisted of 25 questions of communication ability and 21 questions of problem solving ability and was rated to be rated on a 5-point scale. The reliability of the instruments used in this study is Cronbach's α . 843, respectively.

2.3. Research procedures

2.3.1. Pre-test

The pre-test of this study was conducted for students taking lectures at the 5th week before the application of the debate.

2.3.2. Applying debates

The children's safety guidance course with the debate consists of 15 weeks of lectures, debate was applied over four sessions. The first session was held on the 8th, I explained the specific procedure and method of the debate, the pre-service teachers searched the contents of the books and articles related to the debate topic, and wrote the claim based on the contents. The application of the second session was held on the ninth week and proceeded with the debate on topics that were easy to search for the contents of the argument. The application of sessions 3 and 4 consisted of media safety at 10th week and debate about environmental safety education at 11th week.

Specifically, the pre-class provided learning materials that included sensible and diverse examples so that pre-service early childhood teachers could fully understand the theories. In the in-class, after presenting a topic that

can be judged value based on the content discussed in the video lecture, we set up the role of each person in the team and arranged the discussion based on the prepared logic. In addition, specific evaluation criteria were presented to allow evaluation of the discussion of other teams.

2.3.3. Post-test

The post-test of this study was conducted on the lecture students using the same test tool as the pre-test on the 12th week when the 4th session was completed.

2.3.4. Data processing and analysis

The purpose of this study was to investigate the effect of the debate application on the child safety management course. In order to verify the difference of the measurement results, the corresponding sample t-test was conducted. The t-test was analyzed using the SPSS 18.0 program.

3. Results

3.1. The effect of debate application on the learning achievement in media and environmental safety education

Table 1. Learning achievement difference.

Division		M	SD	t	p
Learning Achievement	Pre	23.00	4.755	10.253***	.000
	Post	35.54	3.833		

***p<.001

As shown in <Table 1>, there was a significant difference in achieve learning goals according to the application of the debate in the child safety management course.

3.2. The effect of debate application on problem solving capability in media and environmental safety education

Table 2. Problem solving ability difference.

Division		M	SD	t	p
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Problem Solving Ability	Pre	62.10	8.75	5.589***	.000
	Post	75.14	8.86		

***p<.001

As shown in <Table 2>, there was a significant difference in problem solving ability according to the application of the debate in the child safety management course.

3.3. Effects of debate application on communication ability in media and environmental safety education

Table 3. Communication capability difference.

Division		M	SD	t	p
Communication Capability	Pre	77.10	7.12	3.301**	.004
	Post	84.38	6.74		

**p<.01

As shown in <Table 3>, there was a significant difference in the communication ability competence according to the debate application in the child safety management course.

4. Discussion and Conclusion

As a result of applying the debate in media and environmental safety education, there was a significant difference in achieve learning goals, problem solving and communication ability of pre-service teachers.

First, as a result of applying the debate, there was a significant difference in achieve learning goals. This means that it is not possible to know in detail how much individual students have knowledge and ability to utilize with the existing lecture-centered teaching method. However, in debate, since the deviation of the utilization ability as well as the knowledge acquisition is clearly visualized, the learner can recognize the weakness of his / her weakness and can

be said to be able to 'learn well'.

Second, as a result of applying the debate, there was a significant difference in problem solving and communication ability of pre-service teachers. This is the same context with the problem-solving ability and self-expression ability are improved by applying the debate during the class time[17]. In the course of discussing and deciding on the direction, contents, and teaching methods of media and environmental safety education appropriate to the age and development of infants and young children, the reason for this is that the problem solving ability and the ability to communicate through summary views, refutations, questions and answers, and presentations were performed as the main factors.

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