



# Early Interaction in Kiasma's Babies Play with Colour Workshops

A Survey on Parents' Perceptions

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<p>ABSTRACT</p> <p>The objective of this study was to examine parents' perceptions of the Babies Play with Colour workshops at Kiasma Museum of Contemporary Art in Helsinki. The study looked at the manifestation of early-interaction at the workshops.</p> <p>This study was quantitative. The data was gathered in March 2010 by handing out a questionnaire to the parents who took part in the workshops. There were 99 returned questionnaires. The data was analyzed with Excel 2007 and PASW 18.0, a version of SPSS for Windows in July-August 2010.</p> <p>The results showed that parents enjoyed the workshops and they indicated their infant also found the workshops worthwhile. The parents considered the workshops to be a positive change to normal mundane routines. The ability to experience and explore together formed an important aspect of the workshops. According to the results, elements of early-interaction were successfully implemented at the workshops, through exploring different materials, providing a shared point-of-interest for parent and infant, as well as creating a new situation for them both.</p> <p>In conclusion, the results indicate that the methods the workshops are based on - The Colour Workshop for Babies Method - can also be applied to different disciplines in the social field. The Method allows both parent and infant to discover each other through shared activities, therefore, the Method can be used to foster and support early interaction.</p>		
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<p>Opinnäytetyössä selvitettiin vanhempien näkemyksiä Nykytaiteen museon Kiasman vauvojen värileikkityöpajoista ja varhaisen vuorovaikutuksen ilmenemistä näissä työpajoissa.</p> <p>Tämä tutkimus oli kvantitatiivinen. Aineisto kerättiin maaliskuussa 2010. Kysely jaettiin vanhemmille, jotka osallistuivat vauvan kanssa Kiasman vauvojen värileikkityöpajoihin. Kyselyitä palautettiin 99 kappaletta. Aineisto analysoitiin käyttäen Excel 2007 ja SPSS:n versiota PSAW 18.0.</p> <p>Tulokset osoittivat, että vanhemmat viihtyivät vauvojen värileikkityöpajoissa ja heidän mielestään vauvatkin kokivat työpajan mielekkääksi. Vanhemmat kokivat työpajan mukavana vaihteluna arkeen ja että yhdessä kokeminen ja tutkiminen on työpajassa olennaista. Tuloksista ilmeni, että varhaisen vuorovaikutuksen elementit olivat onnistuneesti toteutettu erilaisten materiaalien tutkimisen kautta, tarjoamalla yhteisen mielenkiinnon kohteen ja yhdessäolo paikan vanhemmalle ja vauvalle.</p> <p>Tulosten pohjalta voidaan päätellä, että vauvojen värikylpymetodia, johon Kiasman vauvojen värileikkikin perustuu, soveltuu sosiaalialan eri kentillä. Metodi antaa vauvalle ja vanhemmalle tilaisuuden tutustua toisiinsa yhteisen ja jaetun tekemisen kautta. Näin metodia voidaan käyttää edistämään ja tukemaan varhaista vuorovaikutusta.</p>			
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Questionnaire

Parent's perception of Kiasma's BPC workshops/ Early-interaction and its manifestation in BPC workshops

Tervetuloa Vauvojen värileikkiin

Ohjeita värileikkiin

Original Finnish Quotes and English Translations

## 1 INTRODUCTION

Museums are part of society and art itself can be used in many ways to enrich society as a whole (Falk and Dierking: 2000). Art does not necessarily require an object, it can be simply an experience (Dewey 2005). According to Rantala (2009) at the Kiasma Museum of Contemporary Art, Babies Play with Colour Workshops, art becomes a medium to encourage both parent and infant to communicate and interact together.

For the purposes of this final project, we approached the Kiasma Museum of Contemporary Art because since opening in 1998, Kiasma has catered for all age groups, and continues to do so with a range of workshop programmes (Kaitavuori & Raitmaa 2004: 5; Rantala 2009). Out of the many workshop options, we worked with Kiasma to narrow down this study to concentrate on Kiasma's Babies Play with Colour Workshops. From here on, we will refer to the Babies Play with Colour Workshops as BPC Workshops. Kiasma wanted to research BPC and we were interested in how the museum offered workshops which can be used in a social pedagogical framework. Kiasma as an institution is supportive of research and studies. As one of the Finnish National Galleries, part of their mission is to further advance research and studies in different areas. (Rantala 2009).

The aim of this final project is to study, through Kiasma's BPC, whether a public venue such as a museum, can support the early interaction between parent and infant, while at the same time, offer a venue for parents to take part in society. This will be approached from two angles. First, this final project seeks to discover if supporting elements of early interaction are evident in BPC. Second, the project sets out to explore parents' perceptions of Kiasma's BPC workshops. The aim is based on the premise that museums can also have a social pedagogical context in their activities. This aim was chosen because early interaction is important for the development of the child (Mäntymää 2006; Komsu 2009; Rantala 2009). Interaction skills are fundamental and the first experiences in interaction often have an impact on all future relationships. Having a strong foundation on which to develop interaction skills, will, in turn, create a better basis for early childhood education (Komsu 2009: 69).

This topic is important for Kiasma, as there are no studies regarding their BPC Workshops. They are a non-intrusive and low-threshold way to support parents and

interaction with their children and the workshops can even be considered as pre-emptive work. (Rantala 2009.)

According to Tast (2007) the definition of early-childhood education has broadened since the 1990s, and is now considered to build on goal-centred educational activities which encompass every aspect of life for children aged up to 10 years old. Early-childhood education is defined as educational interaction between adults and children which can be done at home, at day care or in some other venue. (Karila 2006: 7; Tast 2007: 21.) The Trade Union of Education in Finland states that for children who are cared for at home, there is a necessity for quality and versatile part-time services in the field of early-education (OAJ 2008). As future Social Services graduates with a possibility to work as kindergarten teachers, we wished to explore more unorthodox phenomena in the early-childhood education arena.

The authors of this study would like to especially thank the Educational Curators of Kiasma; Tuija Rantala and Minna Raitmaa, for support and providing material. We would also like to thank Eija Mettovaara from the Pori Centre for Children's Culture, for consultation and providing helpful material – as well as Marika Kaipainen for being instrumental in showing how the Colour Workshops for Babies methods can be applied in the social field.

## 2 KIASMA MUSEUM OF CONTEMPORARY ART

Kiasma Museum of Contemporary Art became the working life partner for this study through the final practice placement of one of the creators of this study, who completed her final placement in Kiasma. The discussions with Kiasma's Educational Curators are one of the contributing factors to the subject of our study. Parents' perceptions and expectations on the basis of BPC arose as a theme, which interested both us and Kiasma, and both parties agreed there was a need for a study like this within Kiasma.

As one of the Finnish National Galleries, Kiasma states the following as key principles in Museum work: diversity, accessibility, integration, equality, interculturalism, multiculturalism and inclusion. (Valtion Taidemuseo 2009: 80-83). According to Kaitavuori and Raitmaa (2005) Kiasma takes into account that people have different

cultural and social backgrounds, as well as different skills and knowledge. Kiasma sees itself as a Welfare Museum guarding the members of society and their culture – and it defines itself as a public venue, available for everyone. (Kaitavuori & Raitmaa 2004: 5.) The Kiasma Museum of Contemporary Art views itself as a Welfare Museum and seeks to promote lifelong learning from infancy onwards. From the museum's point of view, contemporary art is unique, because it is created in our time and in our environment. Through contemporary art we interpret the realities of our world, while questioning our ways of observing and structuring the reality around us. Contemporary art is one of the few areas where play, experimentation and questioning is allowed and encouraged. There is no specific way to look at, perceive, or view art and the individual experience is key. (Kaitavuori & Raitmaa 2004: 7-8.)

Kiasma's pedagogy is based on the idea of lifelong learning for all. The starting point is Kiasma's Art Programme, which includes contemporary art exhibits and a variety of other events. Kiasma seeks to create working methods which are in constant interaction with museum visitors, different co-operations partners and society at large. For example, Kiasma co-operates with schools, kindergartens, artists, other art museums, institutes of art, institutions from the corporate world, NGO's and universities. Kiasma aims to study and consider how the museum appears from the perspectives of different museum visitors, from those who visit regularly, to those who have never been to a museum before. (Kaitavuori & Raitmaa 2004: 8-9.)

### 2.1.1 Museum Pedagogy

Kinanen (2007: 295-296) emphasizes the importance of interaction at museums. The museum has both an educational and a community role in addition to preserving its collections, all which are of equal importance (Museolaki 729/1992; ICOM 2002). The job of the Museum Educational Curator is to plan and form different learning environments for different visitors within the framework of the museum (Kinanen 2007: 297). BPC workshops are one example of this sort of activity. According to Kinanen (2007: 297) the Educational Curator needs a well-rounded view of learning, people, the society, as well as the museum environment, in order to plan and create activities.

According to Wright (2009: 119) there are no specific traits which define a museum visitor. In Museum Pedagogy, everyone entering the museum is seen as a distinct



individual (Wright 2009: 119). This opposes the view that museums are for only the elite, which has, in fact, been the prevailing assumption since the Renaissance (McClellan 2008: 157). However, Bourdieu and Darbel (2002) criticize the view that art and museums are for everyone and can be appreciated by everyone, with the claim that not everyone has the ability to appreciate art. A person needs to have a certain aptitude and general interest towards art. (Bourdieu & Darbel 2002: 113.) Museum Pedagogy takes the view that museum visits offer a new angle in viewing the world (McClellan 2008: 3). In response to this, workshops offered by museums can be seen as lowering the threshold for people to come to the museum (Kaitavuori & Raitmaa 2004).

Museums in Finland have catered for children since the 1960s. The museum was no longer just a place or an institution to come and see exhibits; it became an active instigator of workshops directed towards children (Levanto 2004: 29). Since its opening in 1998, Kiasma has had workshops directed at children as well as workshops for families, schools, and special needs groups etc. (Kaitavuori & Raitmaa 2004). According to Moilanen (2010: 12) when a museum is the provider of workshops based on the Colour Workshops for Babies method, a museum pedagogical perspective should be taken into consideration as well. The workshops often involve a visit to the exhibitions with the aim of lowering the threshold for families with children to visit museums and experience art. (Moilanen 2010: 12).

### 2.1.2 Theories about the Audience and Art

Since we are doing this study with Kiasma it is relevant to look at theories relating to children and art and how children experience museums. It should be noted that the infants participating in the BPC workshops are not yet old enough to be considered as children, which most studies concentrate on. In art-related activities for children Rusanen & Torkki (2001:94) say that looking at and observing pictures is just as relevant as producing them. For a concrete cultural understanding, a child should witness artworks in reality, and there is no reason why Art Museum visits cannot be inspiring and memorable for children (Rusanen & Torkki 2001: 94).

Kiasma (Rantala 2009) reinforces this idea by saying a small child observes their environment holistically. A child notices and attaches importance to things which adults do not necessary perceive as relevant, and because of this, a child can even act as a

guide for the adult, when observing contemporary art (Rantala 2009). This reflects back to the point on interaction, in that it allows the parent a chance to learn from their child and also learn about their child (Silvén & Kouvo 2008:102). In sociocultural animation, being the subject – and not the object of one's life is important (Kurki 2001: 123). Therefore we do not have to think of an infant at a museum as a passive object, but as a subject who can experience and observe along with the parent.

Puurula (2001:172) explains the flow or basic experience as not necessarily only a way to communicate with the surrounding world. This means that a child does not expect any feedback, but is rather fascinated by the intensity and the enchantment of the experience itself (Puurula 2001:172). A basic experience is a multi-sensory experience that is a basic element in theories of art, art education and pedagogy (Lowenfeld 1987: 14; Puurula 2001:174). Puurula (2001) presents a model that depicts the typical forms of children's art education.

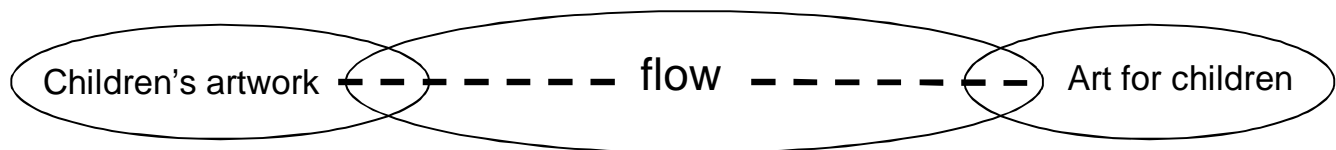


FIGURE 1 The typical form of Children's Art Education (Puurula 2001: 172)

As stated previously, the Colour Workshops for Babies concentrates on infants who are still very much dependant on their parents, therefore, for infants, the interaction with the parent is necessary to receive this basic experience.

### 3 EARLY INTERACTION

When talking about early-interaction, this is defined as the interaction between parent and the infant. Kiasma BPC workshops are designed for children aged between 3 to 12 months. In this study, the term infant is used to define the young children participating in the workshops. Early interaction begins at the pre-natal stage and progresses after birth (Mäntymaa 2006: 16-17). The ability for social interaction is stimulated at around 8-12 weeks. On this basis, early interaction is born from the interaction with others and

interpreting the behavior of others. These skills are the basis for future social skills. (Juutilainen 2008.) The infant's dependence on its parents creates the basis for interaction, in which an infant's development happens (Mäntymaa 2006: 15, 30-31; Pulkkinen 2002: 16; Sajaniemi 2004: 2). Through interaction between the parent and the infant, the sense of self and the personality of the infant develops (Jernberg & Booth 2003: 55; Mäntymaa 2006: 18). According to Sajaniemi (2004: 1) early experiences have a more profound significance in shaping later development, compared to experiences which have been gained later on in life.

Typical research concentrating on early interaction, including recent research, focuses on the interaction between the primary care-giver and the infant (Komsa 2009; Mäntymaa 2006; Silvén & Kouvo 2008) or it takes an approach from the angle of family work (Sajaniemi 2004). However, in her research, Komsa (2009) took into consideration both the effects of the mother and father on the child and she talks about both parents' temperaments and how it affects the child. Commonly the parent-infant pairs participating in Kiasma's BPC Workshops are mother-infant dyads (Rantala 2009.) However, we see no reason to exclude father-infant dyads from our research. This is why this study will discuss the infant and its primary care-giver, so as not to exclude either possibility.

Bowlby (1969: 199), one of the pioneers of early-interaction research, states that the mother and child develop a bond and the infant has a specific way of responding to the primary caregiver. The infant's attachment to the caregiver is a unique emotional bond which is marked by the infant's dependence on the adult for both care and security (Bowlby (1969: 199). At worst, an insecure attachment can affect the child's life in a negative way, causing a weakening of performance and a lack of survival strategies, which can lead to difficulties in becoming a full member of society (Sajaniemi 2004: 7).

According to Bowlby (1969: 237) the child's attachment behaviour is only one aspect of the interaction between parent and child. The interaction between the infant and the primary caregiver is made up of four classes: (1) the child's attachment behaviour, (2) the child's antithetic behaviour to attachment, (3) the mothers' caretaking behaviour and (4) the mothers' antithetic behaviour towards parental care (Bowlby 1967: 237). At worst insecure attachment can affect a child's entire life resulting in reduced performance, lack of coping mechanisms and eventual exclusion from society

(Sajaniemi 2004: 7). More recent research stresses the importance of the parent-infant dyad and the transactional interaction within the dyad, expounding and going deeper into the original ideas of early interaction as stated by Bowlby (Komsa 2009; Mäntymaa 2006).

No direct research has been made on the topic of BPC at Kiasma (Rantala 2009). However, there are other methods which have been developed from the basis of supporting early interaction. One of these models is Theraplay which concentrates on recreating the positive interaction between parent and child (Jernberg & Booth 2003). According to the Theraplay model there are four dimensions which are apparent in the healthy interaction between the infant and parent (Jernberg & Booth 2003: 41).

**Engagement:** When parents offer the child stimuli to keep the child alert and interacting. Through this, the child learns to communicate, experiences closeness and begins to enjoy interacting with people. (Jernberg & Booth 2003: 41.)

**Nurture:** The infant's experiences in social and biological environment. Nurturing parents should be emotionally available and consistent with their care and attention. (Jernberg & Booth 2003: 42.)

**Structure:** Refers to how parents set limits and provide a secure environment by structuring the time and space surrounding the infant (Jernberg & Booth 2003: 41).

**Challenge:** Parents understand at which level of development the child is at, and provide activities that are just beyond the child's current level of expertise, thus allowing the child to begin to trust in their ability to learn (Jernberg & Booth 2003: 42).

The Colour Workshops for Babies method has a basis in the fundamental ideas of Theraplay. The four elements; engagement, nurture, structure and challenge, are a foundation for fostering positive early-interaction in Theraplay and they have also been applied to Colour Workshop for Babies method. (Jaskari 2008.)

### 3.1 Qualities of the Parent Affecting Early Interaction

Mäntymaa (2006: 76) states that all parents have sensitivity to their infant's needs and show different behaviours to the signals the infant gives. Pulkkinen (2002:16-17) talks about how the features of parenthood have a great impact on the child and, how dependence on parents, is the basis for social interaction where the infant's development

occurs. Often the term attachment is used to describe the early interaction between infant and primary care-giver (Jernberg & Booth 2003: 67; Silvén & Kouvo 2008: 103). Pulkkinen (2002: 17) states that the parents' repetitive dismissive attitude towards their child can affect the child's self-concept and self confidence in a negative manner. Consider this against positive interaction, when, according to Pulkkinen, constant and repetitive attitudes can have a positive effect on the infant's development. (Pulkkinen 2002: 17.)

The primary care-giver's interaction with the infant is often characterised as being sensitive, intrusive or remote, and each of these has different effects on development. These definitions arise from how the parent interprets the signals given by the infant and how appropriate their response is to the signals. (Jernberg & Booth 2003: 67; Mäntymaa: 2006: 23-24.) Mäntymaa (2006: 22) lists the positive features of a parent's interaction as mutuality, reciprocity, engagement and affective sharing. Jernberg & Booth (2003:41) categorize the elements where the adult can modify their actions to affect the interaction, as engagement, nurture, structure and challenge as explained above. Research has shown that the state of early interaction can affect the physical health, socio-emotional and cognitive aspects of a child's development either positively or negatively (Mäntymaa 2006: 33, 35, 65-67).

Positive experiences in interaction with the primary care-giver allow the child to have a curious outlook and be able to face challenges (Sajaniemi 2004: 4). Within the interaction with the primary caregiver, the child develops his/her own personality and the ability to experience him/herself as being worthy of being nurtured and cared for is essential. When the parents become familiar with the personality and temperament of their child, it is perhaps easier for them to express emotions and for both the parent and the infant to be entitled to experience the entire range of emotions. When the parents engage their child in true interaction the child receives positive experiences which enhance the development of their identity. (Sajaniemi 2004: 33.)

### 3.2 Qualities of the Infant Affecting Early Interaction

The infant brings its own biological and developing characteristics to early-interaction (Mäntymaa 2006: 20-21; Sajaniemi 2004: 6; Silvén & Kouvo 2008: 102-103). Babies are born with a drive to seek out social interaction (Mäntymaa 2006: 20-21, 75-76).

Mäntymaa (2006: 21) describes in her research that after 2-3 months of age, the infant becomes an increasingly more interesting interaction partner. At this point, the infant is able to engage adults in social interaction which is mutual and shared (Mäntymaa 2006: 21). A healthy infant has biological, emotional, cognitive and social skills through which the infant is capable of enhancing the attachment to the parent. The infant especially uses smell, taste and touch to interact with his/her social environment. (Schoore 2001: 17.)

The infants' temperament is also a biological characteristic which the infant is born with, which Komsí (2009: 60, 64) describes as being the preliminary stage of what will turn into personality. Temperament has an influence on the infant's interaction with the world around him/her (Komsí 2009: 11). There is a dynamic interaction of the basic tendencies which constitute infant temperament, combined with the environment around them. This will result in distinguishing traits which are apparent in the social skills and habits of a child (Komsí 2009: 68). These traits influence the dyad. (Komsí 2009; Mäntymaa 2006).

### 3.3 Transactional Qualities of the Dyad Affecting Early Interaction

The mother-infant dyad is where the transactional interaction between the mother and the child occurs (Komsí 2009: 23). Mäntymaa (2006: 83) stresses the importance of considering the infant as an active and effective part of the dyad. Komsí's research (2009: 59, 71) shows that the development of the mother's personality and the child's temperament are transactional. The unique personality traits of both members of the dyad contribute to their interaction and influence on the quality of the mother-infant interaction (Komsí 2009: 69, 78, 80; Mäntymaa 2006: 22, 75-76). Silvén and Kouvo 2008: 102-203) describe early interaction as mutual adaption where the infant learns to adapt to the focus of attention and emotional expression of the parent. Mäntymaa (2006: 82-83) also considers the mutual adaption capacity of the dyad and how it can adjust itself to both the mother's personality and the infant's temperament.

With the transactional interaction of the dyad, the mother learns to know and understand her infant and herself as a parent (Silvén & Kouvo 2008: 102-103). The experiences of the infant within the context of the dyad allow the infant to structure and organise his/her experience which involves self regulation, emotional regulation and stress

coping (Mäntymaa 2006: 77; Pulkkinen: 2002: 62). Through the dyad, the infant's sense of self and personality develop as well as the infant's social skills and worldview (Jernberg & Booth 2003: 55; Silvén & Kouvo 2008: 102-103).

#### 4 COLOUR WORKSHOPS FOR BABIES METHOD

Kiasma requested a study which concentrates on BPC Workshops. The Kiasma BPC Workshops are based on the Colour Workshops for Babies method from the Pori Centre for Children's Culture (Rantala 2009). The method was originally imported from Estonia and then adjusted to fit the requirements of the Pori Centre for Children's Culture. The method has spread across Finland, following its introduction at Pori (Mettovaara 2009.) The Kiasma version is based on this method and carries the same aims and characteristics.

Despite there being a lot of leisure time activity for infants, very little concentrates on the interaction of families together with an infant, as a unit (Hemming 2009: 16). Workshops based on the Colour Workshops for Babies method have become increasingly popular throughout Finland. Within Kiasma it is very popular, and this is shown by the number of families who continue to take part in the workshops. Kiasma is eager to expand their knowledge on how Babies Play with Colour proves to be useful and how it is received by parents. (Rantala 2009.)

Colour Workshops for Babies is a relatively new method and therefore there is little published academic material to rely on (Rantala 2009; Mettovaara 2009). Due to this, we are forced to refer mainly to newspaper and magazine articles, interviews with professionals, as well as the internet resource [Värikylpy.fi](http://Värikylpy.fi) which is the official information site for Colour Workshops for Babies method. We will also use material provided by the Pori Centre for Children's Culture at their Specialisation Study Course, for those who wish to be Colour Workshops for Babies instructors, as well as material from the National Colour Workshops for Babies Seminar 10. - 11.6.2010.

The Pori Centre for Children's Culture is working to spread the Colour Workshops for Babies method throughout the world. Recently, Colour Workshops for Babies was introduced at the Biennial of Art for Children Festival, in Poland, in May 2009

(Mettovaara 2009). The Pori Centre for Children's Culture also held a national two day seminar from 10-11 June 2010 to enhance networking and promote discussion on recent trends. Different variations of the Colour Workshop for Babies method, originating from Pori has spread to other museums, art schools, and Adult Education Centres etc. (Rantala 2009; Kaipainen 2010).

According Mettovaara (2009) Colour Workshops for Babies is a method which targets families with infants aged between 3 months to 12 months. Though the activities in the workshop are directed towards the babies, Moilanen (2010: 20) states that the possibilities for parents to learn art should also be taken into account. Through the exhibition in the art museum, the parent and infant are introduced to a world of colours, while making art museums accessible for families (Mettovaara 2009). One of the aims is to offer families art related activities, while encouraging them to visit museums to involve entire families in cultural experiences (Hemming 2009: 15). Social pedagogical thinking also acknowledges the importance of participation in, and growing into a shared cultural heritage which encompasses the whole lifecycle of a person. (Tast 2007: 15).

In Colour Workshops for Babies the central aim is in supporting early interaction and to encourage both parents and children to communicate and interact with each other. Colour Workshops for Babies promotes parents to stimulate interaction and communication with their infants by drawing attention to different multi-sensory experiences, thus using these as a platform for interaction through art. (Mettovaara 2009.) In Colour Workshops for Babies, results depend on how active the parents are. The parent and infant should work together as a team, separating it from other leisure activities designed for infants (Hemming 2009: 16).

According to Mettovaara (2010) the Colour Workshops for Babies method includes four main aspects; multisensory experience of colour, transactional interaction, present moment, and subject centred activity. The infant has amodal perception of the world, therefore to give the infant a multisensory experience of colour the colour needs to be explored through all the senses. The colour can be tasted, smelled and touched not just simply seen or viewed. (Mettovaara 2010.) The infant experiences painting holistically, through exploring and experiencing the paint itself, which is even more important than the final result (Moilanen 2010: 13). The new environment allows the parent and infant



to be intensively present and in the moment. The emphasis is not on the final result, but on the moment, the flow – and having a new experience together. The activity is also infant-centric and family-centric, or subject-centric. The infant's experience of the world is important and adults are given a chance to enter the infant's world. The parents can participate as suits them, according to their style. Therefore, supporting early-interaction by creating the possibility for transactional interaction is one of the key elements. (Mettovaara 2010.) The elements of early interaction and the possibilities of supporting early-interaction through the Colour Workshops for Babies method is the main focus of this study.

## 5 KIASMA'S BABIES PLAY WITH COLOUR

This study will help provide information on how the BPC workshops are perceived by parents. Through examining how BPC supports early interaction between the parent and infant, this study will provide information for Kiasma on how parents view and understand BPC Workshops. We find it important that our study focuses on working life, and our results will be of practical use to Kiasma, providing Kiasma with the opportunity to further develop their activities and encourage families to visit the museum together. BPC workshops are a service at a museum which has clear connections to the social field.

Kiasma acknowledges they have no studies on their BPC workshops and therefore it finds this study beneficial. However, the perception seems to be, particularly among the wider public, that this sort of activity is nothing more than 'fun' and an excuse for the parent, with an infant, to get a change of pace in their everyday lives. (Rantala 2009.) This study will expand from that view. While it is certainly fun, Babies Play with Colour can be a way for the parent and the infant to learn from each other and learn about each other. Kiasma would like this study to explore the question of whether or not the mother recognizes how activities such as BPC can support and facilitate their interaction with their infants. For this study, the direct contact at Kiasma was their Educational Curator who arranges and directs the Babies Play with Colour Workshops and other workshops for different target groups.

The Colour Workshops for Babies method sets basic outlines for the organisation of the activity. In Kiasma, each BPC workshop has its own colour theme. In the spring of 2010, Kiasma's BPC workshop used the colour themes Yellow, Red and Blue. Kiasma's BPC Workshop follows the basic outline for Colour Workshops for Babies and is divided into three parts.

Exhibit: First is the visit to the exhibit where one or two carefully selected art works are examined. The works are chosen based on the visual impact for the infant. Tools, such as flashlights, for example, can be used to direct the infant's gaze. (Rantala 2009; Mettovaara 2009.) The exhibition visit seeks to adjust and activate the parent and infant for the following sections (Moilanen 2010: 14).

Different materials: The theme is introduced through different experience based situations and visual surroundings (Moilanen 2010: 5). In practice, this means different materials in certain colours are given to the child, which both parent and child are encouraged to explore, according to the set colour theme. Materials can include different fabrics, different surfaces, feathers, leaves, straws and other safe materials which the baby can explore in different ways (e.g. tasting, touching, and hearing). (Rantala 2009; Mettovaara 2009.)

Painting: According to the set colour theme the baby is given a paint substitute (e.g. mango purée for yellow paint) to paint, eat, play with or explore with his/her hands, feet or body. Felt canvas is usually used. (Rantala 2009; Mettovaara 2009) Although this part is known as painting, with infants the word is applied to mean a more holistic way of experiencing the paint (Moilanen 2010: 13).

### 5.1 BPC: early-interaction and art

Since both the infant and primary care-giver bring their own unique qualities into the dyad, early interaction between the two can be characterized as both parties learning and discovering from each other (Mäntymaa 2006: 71). According to Kitzinger (1997: 411) for the parent it is about discovering the infant's personality and his/her own role as a parent. A significant factor in the activity is the infant's personality and character, and his/her own way of participating and being. The creation of a meaningful experience could also be influenced by the role of the participating parent and the encouragement

which the baby feels. (Moilanen 2010: 28.)

There is research on how art can support the development of a child. Lowenfeld (1987:13) discusses the link between interaction and art, by stating that the use of the senses requires the individual to take part actively and that there is indication that a small child needs encouragement to take an interest in their surroundings. To expand on that Rusanen & Torkki (2001: 98) claim that in an art-related experience, a child practices seeing, being engrossed in and experiencing; as well as producing something by him/herself. The importance of Colour Workshops for Babies can be found in that it supports and develops positive interaction, which in turn helps to pre-empt and reduce disturbances in interaction (Ojala & Uutela 1992: 138).

One of the effects of a positive dyad is the growing interactional and social skills of the child. This means the child begins to take part in interaction, where the attention of both parent and child focus on the same thing. The parent motivates and encourages the child to explore independently as well as take part in joint activities. (Silvén & Kouvo 2008: 102-103.) In BPC workshops, art gives a forum for this, by providing different stimuli which the parent and child can explore and examine together (Rantala 2009). The infant chooses his/her point of interest and the adult follows and participates in the infant's activities, so that the infant's non-verbal messages are answered and made apparent (Moilanen 2010: 24.) In BPC workshops the parents are encouraged to deeply involve themselves in an activity with their infant and to pay attention to the infant's non-verbal messages. A shared experience is formed through the mutual understanding between parent and infant, which is in turn strengthened by verbalizing the infant's experience. (Moilanen 2010: 15.)

Through art, experiences can be examined from a new perspective and a new premise, where the adult doesn't always know more than the child (Pääjoki 2007: 290). In BPC workshops the parents are also learning, since they can also experience and explore familiar things and materials from a new perspective (Moilanen 2010: 24). In the workshops, the infant gathers information through his/her senses and through his/her experiences and expressions and gestures, which occur during social interaction both individually and with others. The BPC workshops provide stimuli and experiences to foster this. (Moilanen 2010: 8.) For this to happen, the infant and parent must interact and function as a dyad. In Colour Workshops for Babies the infant and his/her parent

should be considered as a single unit, because for the infant to experience art, the interaction with the parent is essential (Rantala 2009). All too often, infants and children's leisure time activities focus on the individual achievement of the child, rather than the relationship between parent and child (Pääjoki 2007: 292). BPC is designed to support early interaction, by helping the parent to come to the level of their infant and to get to know their infant (Rantala 2009).

The idea behind Kiasma's BPC Workshops allows the mother or father to come into contact with his/her child in a new situation, where neither one is dominating (Rantala 2009). Pääjoki (2007: 292) describes art activities as capable of creating a space that belongs to no-one alone, but one where both participants can remove themselves from their everyday roles and experience, explore and interact together. The idea behind the workshops echoes this, in that the infant and mother are in a new situation where they are more equal and can therefore learn from each other.

BPC workshops seek to provide a platform for early interaction through an environment where the parent and child can experience together. The way BPC enhances this, is through providing a new situation, interesting materials, and something for the parent and infant to share a point of focus.

## 5.2 BPC: multisensory experiences

The workshop's activities and environment are planned to stimulate the senses as completely as possible. The knowledge gained from using the senses enhances the infant's different experiences about themselves and others, the surrounding environment and the experience of being in it. (Moilanen 2010: 11, 27.) In the BPC workshops, the infant's natural curiosity and wonder is made use of through multisensory materials (Moilanen 2010: 11).

In BPC workshops, painting is closely tied with physically exploring colours. The activities are holistic, in that they encounter art with all different senses. (Moilanen 2010: 5.) The infant already has many sensory abilities like sight, hearing and touch with which the infant discerns and explores the world around him/her (Juutilainen 2008). She/he encounters the world holistically through the senses by looking, trying, tasting, smelling, listening and touching (Moilanen 2010: 11).

## 6 STUDY QUESTION AND METHOD

Kiasma is a non-traditional working life partner for a final project in the social field. Kiasma especially wanted a study on their BPC workshops. The ways in which BPC workshops and social pedagogy can meet was discussed with the Educational Curator of Kiasma. It became clear the BPC workshops and the method behind it would provide excellent material for a social services final project. Early interaction arose as the main focus of this study. Parents' perceptions of the workshops was also of interest to Kiasma and would provide important information for this study as well. On this basis, the following study questions were formulated.

The main study question of this study:

Were supporting results of early interaction evident in BPC workshops?

With the sub question:

How did parents perceive Kiasma's BPC workshops?

### 6.1 Data Collection Method

This study is quantitative by nature. The data for this study was collected through a semi-structured questionnaire. Metsämuuronen (2006: 234) defines structured interviews as usually being questionnaires, where there are ready made questions and the order of presentation is the same for everyone. Questionnaires are appropriate when there are a group of uniform interviewees (Metsämuuronen 2006:234). For this particular study, the data fulfilled the criteria and a questionnaire suited the purpose of this study. However, in choosing the study method, different research methods for gathering the data were considered, including observation and group interview methods.

When the observation is used as the only method to gather material, the analysis of the material can be challenging (Tuomi & Sarajärvi 2002: 83). For the purposes of this study we also found that observation as the sole data collection method would only leave us guessing the parent's views and perceptions and therefore might have given us

an insufficient and incomplete picture. After all, with not knowing the parents or the infants, all would hinge on our impression on the action taking place.

We considered focus group interviews as another option. The problem with interviews is often considered to be that the informant does not have experience of the phenomenon studied (Tuomi & Sarajärvi 2002: 76). However, with a group interview the interviewees could have gone deeper into the subject through discussion (Metsämuuronen 2006: 235; Marshall & Rossman 2006:115). Also, in a focus group interview, it is difficult to control the flow of the conversation and the presence of power dynamics might also pose challenges affecting the results. (Marshall & Rossman 2006:115). In addition, to get parents with infants to set the time aside and arrange for these interviews would have proved difficult.

Combining two different research methods for this study was considered, for example both observation and a questionnaire or both group interviews and a questionnaire. As Silverman (2002: 50) states, through using multiple methods of gathering data might seem to provide a fuller picture, it can result in only a cursory analysis of the data. Instead of concentrating on analyzing one set of data you are more likely to go deeper in your analysis (Silverman 2002: 50).

In conclusion, for this study, a semi-structured questionnaire was decided upon. A questionnaire would provide this study with comprehensive and comparable data of the study group. A quantitative study also gives the opportunity to generalize the study to a certain group and not only do a theoretical generalization which would be the case with a qualitative study (Alkula, Pöntinen & Ylöstalo: 1995: 46).

There are weaknesses to the quantitative study. One of these is the impossibility of taking into account the diversity of the phenomena and the inability to take into consideration all the multitude of its many aspects (Alkula, Pöntinen & Ylöstalo: 1995: 46). A problem specific to questionnaires is the non-response rate, that is, the number of those who leave the questionnaire unanswered (Alkula, Pöntinen & Ylöstalo: 1995: 67). Metsämuuronen (2006: 568) states that in questionnaires within the field of social sciences, the non response rate can be 20-30% or even bigger. This study hopes to lessen this by having one of the authors of this study present when the questionnaires are given out (Alkula, Pöntinen & Ylöstalo: 1995: 67).

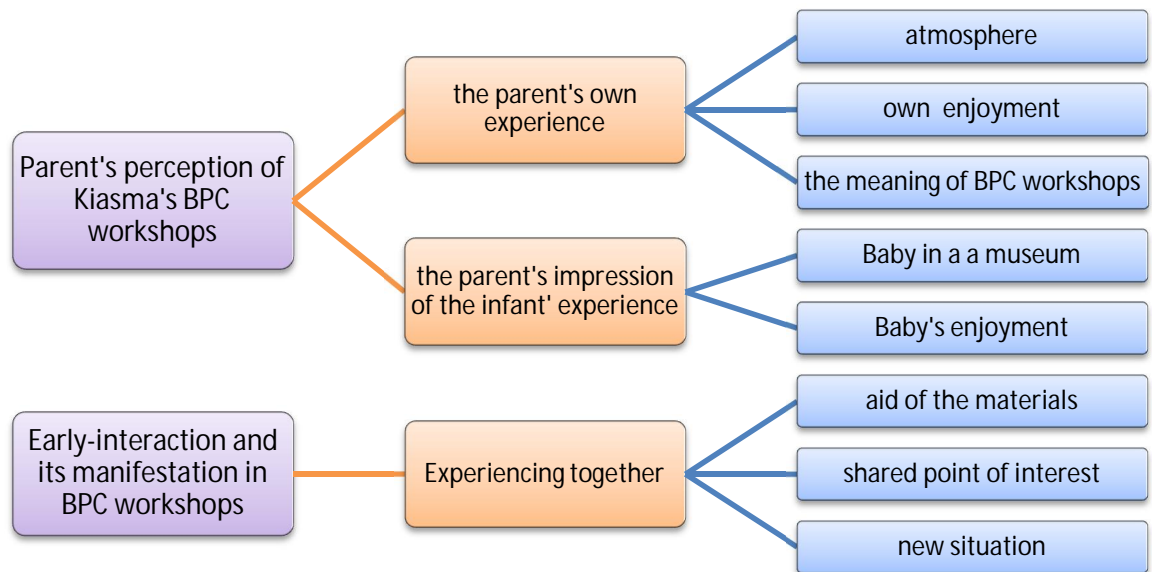
## 6.2 The Questionnaire

The theoretical background for this study arose from the early interaction theories at the core of the Colour Workshops for Babies method. The basis for the BPC workshops, especially as Kiasma sees it, is supporting the dyadic relationship between the parent and the infant and how early interaction can be supported by the workshops (Rantala 2009). The questionnaire was formed from the basis of these theories. The questions for the questionnaire are formed in order to discern how apparent these elements are for parents and how the positive effects of the dyadic relationship are apparent. The questions in the questionnaire provide Kiasma ideas on how the parents perceive BPC workshops. The questionnaire was given to two of the Museum Educators for comments and opinions, before the questionnaire was handed out to parents.

The transactional theories of early interaction give the background for the parent-infant interaction which BPC workshops aims to support. Experiencing together is the central element of early interaction, which strengthens the parent-infant dyad. BPC workshops seek to provide a platform for early interaction, by providing an environment where the parent and child can experience together. The way BPC enhances this, is by providing a new situation, interesting materials, and something for the parent and infant to share a point of focus. To find out if early interaction is evident in BPC workshops, questions were formulated. There were three key points with which BPC attempts to enforce the interaction between parent and infant. These are as follows: using stimulating material, entering a new situation where both are equal, and through sharing the experiences.

These are as follows; experiencing together, the parent's own experience, the parent's experience of the infant. These basic elements were further divided to reveal how early interaction is apparent in Kiasma's BPC workshops. These can be seen in the Graph 1.

GRAPH 1. Parent's perception of Kiasma's BPC workshops/ Early-interaction and its manifestation in BPC workshops.



Questions 1-6 on the questionnaire are background questions. Through these questions the study aims to get an overall impression of the participants and their general experience of being active with the infant. Question 7 is made up of statements which were graded along the Likert scale according to the agreement or disagreement with the statement. These statements can be divided into five sets that relate to the general atmosphere, the parent's own impressions, the parent's opinion on the infants experience, the materials used in BPC workshops and the importance of BPC. Statements a-c ask about the general atmosphere, what it felt like to be in a museum with an infant, and to go into a new situation with an infant. Statements d-i ask the parents to rate their own enjoyment and question how the parent was able to enjoy the workshop and spending time with an infant. Statements j-o are about the infant and asks the parent to analyze the babies' behavior during the workshop. Statements p-t are about the materials used in BPC workshops and concentrates on the parent's experience of the materials, of the infant and the materials and also how approachable the materials were. Statements u-z asks the parents to rate how important they find certain aspects of the BPC workshops. The specific statements can be found in Appendix 1 under Question 7. After each of these sets there is space for additional comments, if the parent wishes to specify something.



Questions 8 and 9 are open ended questions about what the parent learned of their infant and themselves. Question 11 ends the questionnaire by asking if the parents plan on using the method in the future. Graph 2 (Appendix 2) shows more completely which questions and statements were formulated based on which element as shown in Graph 1 and answer the question how early interaction is apparent in BPC workshops. At the end of the questionnaire there is space to write any further comments for Kiasma. The results of this part are irrelevant to the study, but it was added to the questionnaire as requested by Kiasma. The comments from this section will be written out and handed to Kiasma's pedagogical department separately.

The questionnaire will give an overall image of how parents experience BPC workshops, as well as giving indication on how it supports early interaction. As per Kiasma's wish the questionnaire also allows for information on what to improve for Kiasma. Members from Kiasma's pedagogical department were also a part of planning the questionnaire and approved the final draft. Since the questionnaire was given to parent's who had just participated in a BPC workshop and had received the prepping letter Kiasma sends, (Appendices 3 and 4) it was assumed they would understand what was referred to when talking about for example the 'materials', which might be confusing for someone who is not familiar with the BPC concept, in any form. Since there was no ready set parameters for the research, forming the questions, based solely on the theory was problematic. Setting the parameters and forming the focus of the questions was a crucial stage of the entire study. The importance of this phase cannot be stressed enough, as Vehkalahti (2008:17) points out; this stage requires a lot of effort, because mistakes at this stage cannot be corrected by any methods of analysis. The entire success of the study hinges on the questionnaire and so it needs to be done with care. It is important to ask the right questions in terms of contents, in a way that is statistically relevant (Vehkalahti 2008: 20).

Closed questions, also known as structured questions, have ready-answer options that are either ticked or circled. Closed questions should be used when the possible answers can be stated beforehand and there are a limited amount of options. Closed questions are more likely to be answered than open-ended questions and it is also more likely that a participant gives a more honest reply compared with open-ended questions. Answering close-ended questions is fast and easy; however this can lead to less reliable answers. (Heikkilä 2005: 50-51; Vehkalahti 2008: 24). However, since close-ended questions are

more likely to be answered for the questionnaire in this study, we decided to forms mainly close-ended questions, in addition adding a “What else”-option if all possibilities were not covered in the answer options. The order of close-ended questions needs to be carefully thought out to minimize the risk of leading the participants’ answers (Heikkilä 2005: 51). With this in mind the questions and answers for the questionnaire in this study were carefully planned. The further analysis of the data was also taken into consideration when planning the questionnaire. Since ready answers makes measurement and further analysis of answers easier, the questionnaire was made up of mainly close-ended questions (Heikkilä 2005: 51; Vehkalahti 2008: 25).

Open-ended questions are more difficult to handle, and can give information that would otherwise be left completely unexplored. This is also the case when there is no possibility to narrow options down or when there is no way to conceive of all possible options. (Vehkalahti 2008: 25.) The two open-ended questions in the questionnaire - question 8 and 9 - were left open for these reasons. However, open-ended questions tend to be left unanswered and are harder to analyze (Heikkilä 2005: 49). Due to this, there were no more open-ended questions in this study. Open-ended questions are best placed at the end of the questionnaire and there should be enough space to answer (Heikkilä 2005: 49). This is why Question 8 and 9 were placed near the end of the questionnaire. However, for the questionnaire to flow better there was still an additional question after the open-ended questions.

#### 6.2.1 Likert’s Scale

In this study, a Likert Scale method of measurement was used. Likert Scales are the most common method of measuring opinions where the participant chooses an option closest to his/her opinion from the given scale. A strength of an opinion scale is that it provides a large variety of information but it does not require much space. A weakness of the Likert Scale is that there is no way to control the amount of meaning each respondent places on the options. Another weakness is that participants seek to have a logical progression in their answers and thus answers to previous questions impact the present statements. Likert Scales can be 4, 5, 7 or 9 tiered with the option “completely agree” at the other extremity and “strongly disagree” at the other end of the scale. (Heikkilä 2005: 52-53.) A requirement for the Likert Scale is that the middle option is neutral (Vehkalahti 2008: 35). The problem with the neutral option is that it is so

tempting, because the participant does not really need to have an opinion. Heikkilä (2005: 53) suggests that it can be left out completely. However, for the purposes of this study we felt that the neutral option should be given.

For this study, it was decided to use the Likert Scale because we felt that statements measuring opinion would give us wide enough data to analyze. The format of Likert Scale statements would fit the format of the questionnaire and not make it too cumbersome for the respondents. In this study a five tiered Likert Scale was used. Option number 5 is “completely agree” while option number 1 is “completely disagree”, so that the options progress from positive to negative. The values on the scale have been written down above the statements. The middle option was written out literally as “neither agrees nor disagrees” but in the English translation we have used the term “undecided”.

### 6.3 Data Collection

The questionnaire was approved by Kiasma’s educational curators and tested with a group of parents attending the BPC workshop in February 2010. As there were no apparent difficulties in understanding the questions, the questionnaire was given out to the parents attending the BPC workshops during March 2010. The questionnaires were handed out personally or by a workshop guide to those parents wishing to contribute to this study. Alkula, Pöntinen & Ylöstalo (1995: 69-70) state that in this sort of controlled survey there should be someone to personally provide further information, answer questions and make sure the questionnaire is filled in correctly.

To fill in the questionnaire took approximately 3-4 minutes. Parents were assured full confidentiality and further questions were answered on site. The presence and full support given by the educational curator underlined the importance of participating in this study, resulting to a greater number of completed questionnaires returned. Taking into consideration that the parents who will be filling this questionnaire have infants less than 12 months old, the possibility to take the questionnaire home and fill it later will also be given. For this purpose, envelopes with the return address were available to those who needed them. However, all questionnaires were completed on-site and thus no parent required this option.

Since there was someone to specify things and answer questions, a separate cover letter was not provided, but there was a short explanation informing the parents of the subject of this study and the purpose of the questionnaire. The fact that participation is compulsory and anonymous was explained as well.

#### 6.4 Data Analysis

The data analysis was carried out during July-August 2010. The data for this study was the questionnaires handed to parents participating in Kiasma's BPC workshops in March 2010 and the answers received from them. To analyze the results we used Microsoft Office Excel 2007 and PASW 18.0 for Windows, a version of SPSS for Windows. SPSS stands for Statistical Package for the Social Sciences and it is designed specifically for analyzing quantitative data.

In this study, the percentages and frequencies of the variables (Questions 7-10) and the background variables (Questions 1-6) were calculated. The results from the questionnaire have been clarified by using tables in this study.

### 7 VALIDITY AND RELIABILITY

The credibility of a study is measured by two criteria: reliability and validity. A study has validity if the data and the analysis methods correspond to the study question and focus. In other words, it measures what is meant to measure. Reliability is the accuracy of the information, that is to say, the fewer mistakes in measurement the better. (Vehkalahti 2008:41.)

When Kiasma was contacted to be the working life partner for this study, the nature of this study, the process of this study and the matter of publishing the data was discussed. A finished study will be given to Kiasma and will be available at the library of Metropolia University of Applied Sciences.

The questionnaire has an introduction so that the parents participating in the questionnaire knew what it was for. One of the authors of this study or a member of the Kiasma Pedagogical staff was present when the questionnaires were handed out and

helped to answer any further questions. The questionnaires were anonymous to ensure the respondents' privacy. This was also ensured by not asking questions that would make it possible for someone to be recognised from the results. Though the questionnaires were filled in on-site and handed back to either one of the authors of this study, or a member of the Kiasma pedagogical staff, there were no markings put on the questionnaires and they were not handled by a third party. By analysing and reading the answers ourselves, the anonymity of the participants was maintained.

Concerning the validity of this study, we felt that the quantitative method would provide the best data for the study question. The results answered the study question, therefore it can be said that the study is valid. The results cannot be directly compared to earlier studies since there have been no other studies at Kiasma on this topic. The study was only on the BPC Workshops for Kiasma, an adaption of the Colour Workshop for Babies method. Therefore the results cannot be generalized for other workshops around Finland which hold their activities based on the Colour Workshops for Babies method.

One issue of validity that needs to be raised in regards to this study concerns the fact that the questionnaire was done in Finnish while the results are interpreted in English. In this study, it is minimized by having the same people who constructed the questionnaire handle the translation. Since both the authors are fluent in English and Finnish and familiar with the cultural context of both languages, this study aims to be as accurate as possible in the translation of the data.

The reliability of this study can be considered as valid, since the parents who answered the questionnaire left very few blanks. For the most part there were only random unanswered questions. The reliability of the data from the two open ended questions is not so high since the response rate for these was not very good compared to the response rate for the close-ended questions and the Likert Scale statements. An aspect which affects the reliability of a questionnaire, is that it is impossible to know how seriously the participants took the study and the questionnaire. There is no way to know if the respondents have answered honestly and carefully, or if they have just ticked random boxes. Due to the fact that the questionnaire was handed directly after the workshop, we cannot know if some of the parents were for example in a hurry and might not have been able to focus completely on answering the questionnaire.

## 8 RESULTS

The results from the questionnaire will be presented in the order the questions appeared in the questionnaire. First, the background information (Q1-Q6) will be presented. Then the answers to the statements in Q7 which were filled based on where the participants opinion fell on the Likert scale. The answers to the open ended questions (Q8 and Q9) will be presented next, followed by the results for Q10.

The response rate for most of the questions (Q 1-Q7 and Q10) was good and most participants answered all questions. However, for the open-ended questions (Q08 and Q09) the response rate was not very high. The response rate for Q8 was 21 (21, 2%) and for Q9 the response rate was 8 (8, 1%).

In March 2010, there were 16 BPC workshops held in Kiasma. These workshops had 142 infants and 166 adults. The questionnaire was handed out once to each infants' parent. There were 99 completed questionnaires. The response percentage was 70% calculating the amount of infants (n=142) and the amount of responses (n=99). However, from these results it cannot be seen what number of parents and infants that visited the workshop twice or three times during this period. Due to the high response percentage, we did not deem it necessary to wait for autumn to do another round of questionnaires. The data from all the questionnaires was suitable for coding into SPSS. The final number of coded variables was 99 (n=99).

### 8.1 Background Information

At the beginning of the questionnaire background information was requested. This information was also for the benefit of Kiasma. This background information provides a profile of a typical BPC workshop visitor.

On average, the participants are women with babies. 90 (91%) of the participants were women, in only a few cases (6%) were men, and 3% of the cases both parents participated. Over half of the participants (56%) were between 30 and 39. More than a third (39%) were between 20 and 29 years old. Almost three quarters (71%) of the participants had not been to Kiasma with a baby before. Only 6% have been to BPC

workshops with a baby. However 16% have visited other museums with their baby and 3% have visited the exhibition at Kiasma with their baby before. When asked if their child had other hobbies most parents (86, 9%) confirmed that they do.

## 8.2 Parent's Impressions of the BPC Workshop

The statements in Q7 can be broadly divided into five groups. The first three statements (Q7a-Q7c) ask about the overall impression the parent had of the workshop. The following six statements (Q7d-Q7i) are about reflecting the parents' own experience. The next six statements (Q7j-Q7k) concern the parent's experience of the child during the BPC workshop. The subsequent five question (Q7p-Q7t) concern the materials used during the workshop. The final set of questions (Q7u-Q7z) concern the parents perceptions of what is the importance of BPC workshops. A table that presents the answer for each statement will be given that shows the percentage and frequency of the replies.

In the text, the completely agree and somewhat agree answers, as well as the completely disagree and somewhat disagree answers, have been counted together and are presented with the response rate. This way, the text concerning the results is easier to read. However, from the tables, the reader can see the results for each option and the percentage of the whole. In the tables the symbol “*f*” is used to refer to frequencies and the symbol “%” is used to refer percentages. The tables also show the amount of missing answers, but it will not be mentioned separately in the text unless the amount of missing answers is high enough to be of statistical significance.

### 8.2.1 Overall Impression

The overall mean for the responses to the first set of statements inquiring into the participants overall impression of the BPC workshops were high, the means of the replies averaging to 4, 67.

TABLE 1 Workshop atmosphere

	The workshop had a Baby friendly atmosphere		It was a positive experience to be with Baby in a museum		It was nice to enter a new situation with Baby	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	4	4,0	2	2,0	4	4,0
Somewhat disagree	0	0,0	2	2,0	0	0,0
Undecided	1	1	0	0,0	1	1,0
Somewhat agree	11	11,1	19	19,2	17	17,2
Completely agree	81	81,8	75	75,8	76	76,8
Total	97	98	98	99,0	98	99,0
Missing	2	2	1	1,0	1	1,0
Total	99	100	99	100,0	99	100,0

Table 1 shows the parent's response to the statement (Q7a): "The workshop had a Baby friendly atmosphere". From the table can be seen that the replies for this statement are very positive since most of the participants (92, 9%) agree with this statement. Of the participants only 4, 0% chose the "completely disagree" option and 1, 0% were undecided.

The division of views for the statement (Q7b): "It was a positive experience to be with Baby in a museum" are also given in Table 1. The amount of those who agree with this statement is even higher compared to the previous statement (Q7a) with a majority of 95% of the participants agreeing with the statement. As can be seen from the table, more people chose the "somewhat agree" option compared to the first statement. 4, 0% felt that they disagreed with the statement.

Table 1 gives the results for statement (Q7c): "It was nice to enter a new situation with Baby". Again, a large number of the participants (94, 0%) either completely or somewhat agree with the statement. 1, 0% ticked undecided and 4, 0% of the participants ticked that they completely disagree.

### 8.2.2 The Parents' Own Experience

The first three statements: "I enjoyed the workshop" (Q7d), "I found the workshop interesting" (Q7e) and "the workshop was an exciting experience for me" (Q7f) ask



about the parents own response to the workshop. The average of the means for the three statements is 4, 24 which shows the parents had a positive response after the workshop.

TABLE 2 The parents' feelings about the BPC workshop.

	I enjoyed the workshop		I found the workshop interesting		The workshop was an exciting experience for me	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	2	2,0	2	2,0	1	1
Somewhat disagree	2	2,0	2	2,0	6	6,1
Undecided	2	2,0	8	8,1	23	23,2
Somewhat agree	23	23,2	37	37,4	41	41,4
Completely agree	69	69,7	47	47,5	22	22,2
Total	98	99,0	96	97,0	93	93,9
Missing	1	1,0	3	3,0	6	6,1
Total	99	100,0	99	100,0	99	100

From Table 2 we see the answers to the statement (Q7d): I enjoyed the workshop. At 92, 9% a majority of the participants agreed with the statement, showing that most of the parents had a positive workshop experience. Of the participants only 2% marked themselves as undecided and only 4% disagreed with the statement.

The replies to the statement (Q7e): "I found the workshop interesting" are also mainly positive. Of the replies 84, 9% agreed that the workshop was interesting for them. Though, as can be seen in Table 2, there is not such a strong leaning towards the "completely agree" option as in the replies to the previous statement. 4% disagreed with this statement and 8, 1% remained undecided either way.

Table 2 also shows the responses to the statement (Q7f): "the workshop was an exciting experience for me". The response to this statement though over all also positive, with over half (64, 6) of the parents agreeing with the statement, is not as strongly positive as the response to the 2 previous statements in Table 2. It should be noted that nearly one quarter (23, 2) remain undecided and 7, 1% disagree with the statement.

The next three statements (Q7g-Q7i) are about the parents' feelings of being in the museum and workshop with an infant and with other families with infants.

TABLE 3 Parents' experience of being in a museum with Baby

	New experiences of art with Baby		Baby took all my attention		It was enjoyable to be in a group with other parents with infants	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	4	4,0	2	2,0	2	2,0
Somewhat disagree	10	10,1	22	22,2	3	3,0
Undecided	19	19,2	27	27,3	4	4,0
Somewhat agree	40	40,4	32	32,3	33	33,3
Completely agree	22	22,2	9	9,1	54	54,5
Total	95	96,0	92	92,9	96	97,0
Missing	4	4,0	7	7,1	3	3,0
Total	99	100,0	99	100,0	99	100,0

Table 3 shows the results for the statement (Q7g): “New experiences of art with Baby”. Over half of the participants (62, 6%) agreed with the statement while a notable 14, 1% disagreed with the statement. About one fifth (19, 2%), of the participants couldn't say either or and remained undecided.

The responses for the next statement (Q7h) “Baby took all my attention” also had a high percentage of parents' who chose the “undecided” option. A little over one quarter (27, 3%) of the parent's couldn't say either agree or disagree. 41, 4% of the parents agreed with this statement and felt that their baby took all their attention while 24, 0% of them disagreed with the statement. It should also be noted separately that this statement (Q7h) has very few “completely agree” or “completely disagree” options.

Unlike the other two statements (Q7g, Q7h) the results, as shown in Table 3, for the statement (Q7i): “It was enjoyable to be in a group with other parents with infants” are strongly positive. A majority of 87, 8% agreed with the statement while only 5% disagreed. Also, compared to the other two statements in Table 3, which had a large number of parents remaining undecided, only 4% of the parents could not say if they agreed or disagreed to this statement.

### 8.2.3 Parent's Experience of the Child

The following six statements (Q7j-Q7o) shown in Tables 4 and 5 ask the parent to reflect on how they found their own baby's behavior during the workshop. The first three statements in this set can be considered positive while the last three statements inquire about more negative emotions the baby might have had. The overall average for the replies to the first three statements is high at 4, 31 and the overall average for the replies to the last three statements is 2, 04. Since the statements in Table 5 are negative the low average to these statements show that on average the babies felt more positive than negative emotions during the workshop.

TABLE 4 The parents' experience of the child I

	Baby was observing		Baby was enjoying		Baby coped well	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	3	3,0	2	2	2	2
Somewhat disagree	3	3,0	1	1	5	5,1
Undecided	8	8,1	6	6,1	7	7,1
Somewhat agree	27	27,3	33	33,3	42	42,4
Completely agree	55	55,6	54	54,5	39	39,4
Total	96	97,0	96	97	95	96
Missing	3	3,0	3	3	4	4
Total	99	100,0	99	100	99	100

Table 4 shows the division of replies for the statement (Q7j): "Baby was observing". The results indicate that the infants seemed to find a lot to interest them in the workshops since 82, 9% of the parents agreed with the statement. Only 6, 0% disagreed with the statement and of the responses only 8, 0% were "undecided".

According to Table 4 the parents' felt that their baby enjoyed the workshop. The responses to the statement (Q7k): "Baby was enjoying" were also very positive since a large majority of the parents (87, 8%) agreed with the statement. Only 3% disagreed with the statement and out of the parents 6% chose the "undecided" option.

The results for the statement (Q7l): "Baby coped well" are given in Table 4. The responses for this statement are also very positive. 81% of the parents felt that their

baby coped well in the new situation and agreed with the statement. 7% of the parents disagreed with the statement and 7% stated they were undecided.

It should also be noted that only a small minority of the parents chose the “undecided” option for the three statements as is evident from Table 4. This shows that the majority of the parents felt that they could recognize and label their babies reactions and emotions.

TABLE 5 The parents’ experience of the child II

	Baby was tearful		Baby wandered		Baby was wary	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	47	47,5	38	38,4	65	65,7
Somewhat disagree	21	21,2	19	19,2	15	15,2
Undecided	9	9,1	9	9,1	4	4,0
Somewhat agree	14	14,1	20	20,2	4	4,0
Completely agree	4	4,0	10	10,1	7	7,1
Total	95	96,0	96	97,0	95	96,0
Missing	4	4,0	3	3,0	4	4,0
Total	99	100,0	99	100,0	99	100,0

Table 5 shows responses for the statement (Q7m): “Baby was tearful”. The majority of the babies were not tearful as over half (68, 7%) of the respondents disagreed with this statement. 18, 1% of the parents agreed with the statement, though only 4% completely agreed, which probably means that the babies were tearful momentarily but soon calmed down. 9% of the respondents could not decide on whether they agreed or disagreed with the statement.

The responses for the statement (Q7n): “Baby wandered” are more equally distributed. Table 5 shows that just over half of the parents (57, 6%) disagreed with the statement, while 30, 1% of the parents agreed with this statement. 9, 1% were “undecided”.

The responses for the statement (Q7o): “Baby was wary” has the clearest majority of the three statements in Table 5. A clear majority of 80, 7 % of the parents disagree with this statement feeling that their baby was not wary in the unfamiliar workshop setting. 13, 1 % of the parents agreed with the statement and only 4% of the parents were undecided.

It should also be noted that only a small minority of the parents chose the “undecided” option for the six statements as is evident from Tables 4 and 5. This shows that the majority of the parents felt that they could recognize and label their babies reactions and emotions.

#### 8.2.4 Materials

The following table shows the results for the five statements that concern the impressions the parents had of using the materials.

TABLE 6 The parents’ impressions of the materials.

	The use of BPC materials was easy		There was enough instruction		Baby explored the BPC materials independently		We explored the BPC materials together		I got ideas on what to do with the materials from other parents	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely disagree	3	3,0	3	3,0	2	2,0	4	4,0	32	32,3
Somewhat disagree	2	2,0	2	2,0	5	5,1	1	1,0	27	27,3
Undecided	3	3,0	3	3,0	9	9,1	5	5,1	20	20,2
Somewhat agree	19	19,2	20	20,2	32	32,3	34	34,3	10	10,1
Completely agree	69	69,7	68	68,7	48	48,5	50	50,5	7	7,1
Total	96	97,0	96	97,0	96	97,0	94	94,9	96	97,0
Missing	3	3,0	3	3,0	3	3,0	5	5,1	3	3,0
Total	99	100,0	99	100,0	99	100,0	99	100,0	99	100,0

The results for the statement (Q7p): “The use of BPC materials was easy” are mainly positive and can be seen in Table 6. 88, 9% of the respondents agreed with this statement. Of the respondents only 5% disagreed with the statement while only 3% marked “undecided”. Like the replies for the previous statement the replies for the statement (Q7q): “There was enough instruction” were positive as 88, 9% of the parents agreed with the statement. As with the previous statement only 5% disagreed with the statement and only 3% were undecided. It should be noted that although the percentages are the same when written out like this closer study of Table 6 shows the variation between the responses to these two statements. From the positive responses to these two

statements can be seen. The positive responses to the first two statements in Table 6 (Q7p, Q67q) show that the instructor of the workshops had done a good job choosing the materials and providing adequate instruction.

The statement (Q7r): “Baby explored the BPC materials independently” and statement (Q7s) “We explored the BPC materials together” help to reveal the parents’ and babies’ relationship to the materials. The replies to the first statement in Table 6 show that most parents (80, 8%) felt their baby explored the materials independently. 7, 1% disagree with the statement and 9, 1% did not say either and chose “undecided”. However, as we can see from the replies to the second statement most parents (84, 8%) also explored the materials together with their baby. 6, 1% disagreed with the statement and 5, 1% could not say if they agreed or disagreed so they chose undecided.

The replies to the statement (Q7t): “I got ideas on what to do with the materials from other parents” are in contrast to the division of the responses for the previous four statements shown in Table 6. Unlike the other four statements this statement had a high number of parents 20, 2% choosing the undecided option. A majority of the parents also felt that they didn’t get any ideas from the other parents with 59, 6% stating they disagreed with the statement. Only 17, 2% of the parents agreed with the statement.

#### 8.2.5 The Importance of BPC Workshops

The last five statements (Q7u-Q7z) focus on what the parents find to be of importance at the BPC workshops.

TABLE 7 The importance of BPC workshops.

	The BPC Workshop is important in furthering Baby's artistic development		Looking at the artworks is central to the BPC workshops		BPC workshops are a nice hobby for Baby		"Experiencing/ exploring together" is important in BPC workshops		The BPC workshop provides a nice change to the mundane	
	f	%	f	%	f	%	f	%	f	%
Completely disagree	14	14,1	23	23,2	0	0,0	3	3,0	4	4,0
Somewhat disagree	26	26,3	34	34,3	7	7,1	2	2,0	0	0,0
Undecided	25	25,3	29	29,3	12	12,1	5	5,1	1	1,0
Somewhat agree	19	19,2	8	8,1	42	42,4	32	32,3	16	16,2
Completely agree	12	12,1	2	2,0	34	34,3	54	54,5	75	75,8
Total	96	97,0	96	97,0	95	96,0	96	97,0	96	97,0
Missing	3	3,0	3	3,0	4	4,0	3	3,0	3	3,0
Total	99	100,0	99	100,0	99	100,0	99	100,0	99	100,0

From Table 7 the five statements on different aspects of BPC workshops can be set out in order of importance according to the parents. The parents found the statement (Q7z): "The workshop provides a nice change to the mundane." to be the most important. A majority (92, 0%) of the parents agreed with this statement, while only 4% disagreed with this statement and only 1, 0% chose "undecided". Next important would be the statement (Q7y): "'Doing together' is important in BPC workshops". A majority (86, 8%) of the respondents agree with the statement. While only 5% disagree with the statement and 5, 1% checked undecided as their answer. These two statements stand out because of the small number of parents who chose "undecided".

To the statement (Q7x): "BPC workshops are a nice hobby for Baby" three-quarters of the parents (76, 7%) agreed with it. So, the parents consider as medium importance. 7, 1% of the parents disagreed with this statement and 12, 1% was undecided. The parent's did not find furthering their baby's artistic development as a very important aim of the BPC workshops. As the responses for the statement (Q7u): "The BPC Workshop is important in furthering Baby's artistic development" only 31, 3% of the parents agreed with this statement. 40, 4% of the parents disagreed with this statement. As much as 25, 3% of the respondents remained undecided.

Parents considered the statement (Q7v): “Looking at the artwork is central to the BPC workshops” the least important aspect of the workshops. 57, 5% of the respondents disagree with the statement and only 10, 1% agreed with the statement. Like the previous statement (Q7u) this statement has a notable percentage of respondents (29, 3%) that remained undecided.

#### 8.2.6 Continuing to Use BPC Methods

Question 10 “Are you planning on using BPC methods in future” was added to the questionnaire due to the express wishes of Kiasma.

TABLE 8. Are you planning on using BPC methods in the future?

	Responses		Percent of Cases
	N	%	
Yes, at home	63	41,2%	72,4%
Yes, I would like to participate in Kiasma's BPC workshops again	40	26,1 %	46,0 %
Yes, but somewhere else than Kiasma	17	11,1 %	19,5 %
Yes, I plan to take Baby with me to the museum to see exhibitions another time	30	19,6 %	34,5 %
No	1	,7 %	1,1 %
Something else	2	1,3 %	2,3 %
Total	153	100,0 %	175,9 %

Table 8 shows that 41, 2% of the respondents would like to continue using the BPC method at home. One quarter (26, 1%) would like to participate in Kiasma’s BPC workshops again. 11, 1% wanted to continue using the BPC methods, but somewhere else than at Kiasma. The rest of the replies can be seen in Table 8.

#### 8.2.7 Findings About Discovering New Things

Questions 8 and 9 were open ended questions that asked the parent to explain what they had learned about the baby and what they had discovered about themselves that was new, during the BPC workshop. The response rate for these open ended questions was not very high. 22, 2% of the participants answered Question 8 “Did you learn anything



new about your baby?” and for Question 9 “Did you learn anything new about yourself” only 8, 1% of the participants answered.

For the question “Did you learn anything new about your baby?” (Q8) the answers were divided into three categories. The first is when parent’s commented on the baby’s reaction to the material. In the second category were comments about the development of the baby’s skills. These included comments about the baby’s social skills as well motor skills. The third category includes the comments that supported the parent’s own parental identity and finding the confidence to trust their own impressions.

TABLE 9. Did you learn anything new about your baby?

	<i>f</i>	%	Valid Percent
Baby and the material	7	7,1	31,8
Baby's skills	7	7,1	31,8
Supports parent's parental identity	8	8,1	36,4
Total	22	22,2	100,0
Missing	77	77,8	
Total	99	100,0	

Table 9 shows the distribution of the comments for Question 8 and how they fell into the three categories. As can be seen from the table, the distributions of the comments are even. Of the 22 responses, comments about the baby and the material make up 31, 8%, comments on the baby’s skills make up 31, 8% and comments that support the parents’ parental identity make up 36, 4%.

The following are some selected quotes given in response to Question 8. The replies have been translated from Finnish to English for the purposes of this text. However, the replies in their original form and their corresponding translations can be found in Appendix 5.

Quotes on Baby and the material:

“Was slightly afraid of the dark room.”

”Baby prefers to concentrate on exploring specific materials rather than painting with colours or rummaging through the fabrics.”

”Doing/playing with food is immensely fun.”

“Liked purée even though has not tasted it before.”

#### Quotes on Baby’s skills:

“Being wary of strangers has clearly decreased; baby likes to concentrate on one ‘favourite toy’ and the exploration of other materials became secondary.”

“How enthusiastically s/he explores new things and enjoys new situations. S/he was also clearly interested in the artwork.”

”Baby was more interested in the other babies than art.”

“Enjoys new things and the company of others. The activity doesn’t have to be anything ‘amazing’, finger painting for example, works fine.”

”Baby was not as wary of strangers as I had feared.”

#### Quotes on how the workshop supported the parent’s parental identity:

“How well s/he is able to concentrate. S/he is so excited about art.”

“S/he coped well in comparison to other babies even though s/he is younger.”

”Not really, when tired is not a good time to do crafts.”

”Interest is endless, not new – but fun.”

Question 9 “Did you learn anything new about yourself” had only an 8, 1% response rate. Three of the replies stated they had not learned anything new. One of the parent’s explained how the workshop was about encountering familiar things in a new way. Another parent stated that s/he found out that you have to go along with the infant. One comment was that the parent had liked the workshop and another said they found out they needed to visit Kiasma more often. One parent said their opinion that s/he is open to new things was enhanced.

The following are some selected quotes given in response to Question 8. The replies have been translated from Finnish to English for the purposes of this text. However, the replies in their original form and their corresponding translations can be found in Appendix 5.

”Should visit Kiasma more often.”

“You can enjoy ‘making a mess’ with baby, getting acquainted with familiar things in a new way.”

”You need to follow baby’s lead.”

## 9 CONCLUSIONS

From the results, it can be concluded that Kiasma has succeeded in creating family friendly workshops. The parents stated they found the workshop to have a baby-friendly atmosphere and the workshop provided a welcome change to the mundane. The parents found the materials easy to use and the instruction sufficient.

The parents felt that the workshop was also interesting and enjoyable. Few parents found the workshop exciting, so perhaps the exhibition and exploring the materials were not enough to stimulate the parents. From the results, we can see that the responses regarding how much the baby demanded the parents’ undivided attention are somewhat evenly balanced. This could be because of the babies differing temperaments, but perhaps some parents were able to give their baby their undivided attention. In view of the otherwise positive replies to the statements of their own enjoyable experiences, parents at least did not seem to find having to give their child most of their attention an unpleasant experience.

The results of Table 8 show that the parents had an overwhelming interest in continuing using the method in some way. 41, 2% would want to continue using it at home and this hopefully means the parents felt a growing need to re-kindle the importance of the activity and communicating with their child.

In light of the results, parents don’t seem to have much understanding of the aims and principles behind BPC workshops. The parents answers to statement Q7v show that most parents do not find the visit to the exhibition relevant to the BPC experience. However, from Kiasma’s point of view, and indeed from a museum pedagogical perspective, the visit to the exhibition is as important a part of the workshop as exploring the materials and the painting. After all, Kiasma sees encouraging families with infants to also visit the museum as an important goal of the BPC workshops.

Although BPC workshops have many developmental factors including non-verbal communication, motor skills, and sensory experiences, the authors of this study do not see BPC workshops as fostering the early stages of artistic development in the infants. Moilanen (2010: 33-34) sees the Colour Workshops for Babies method as a precursor to the doodling stage. However, Lowenfeld and Lambert (1987:46) see that teaching specific artistic skills only becomes meaningful when the child is old enough to process the information. About a third of the parents agreed that developing artistic skills was important in the BPC workshops. A third of respondents disagreed with the statement. The aim of a museum is not to create artists but rather to open the visitor to new perspectives and experiences (Rantala 2009). BPC workshops aim to give new experiences to both the parent and the infant (Moilanen 2010: 11-12). Most of the parents felt the BPC workshops provided a change to the mundane. Approximately two thirds of the parents felt they experienced art in a new way with the baby. We can conclude that BPC workshops are able to provide parents with new experiences and this can also be seen from the parents' positive responses for statements Q7d-f.

Over three quarters of the parents thought the BPC workshop formed a nice hobby. As can be seen from the results to Question 6, 88% of the parents indicated that their baby also has other hobbies. These results show that the many of the parents participating in the workshops, also actively take part in other arranged activities with their baby. It seems that parents have a lot of motivation to take part in activities with their infant and hopefully taking part in activities together will last further into childhood. Since most of the parents taking part in Kiasma's BPC workshops are also otherwise active with their infant, it raises question if this activity is able to reach a wider audience and act as a stepping stone for parents to experience together with their baby. Due to its early-interaction and other developmental aims, it would be important for the workshops to reach parents who have not necessarily overcome to hurdle of taking part.

The results to question 3 show that most of the parents have not been to Kiasma with an infant before. From the replies to Question 8 we can see that parents seem to see the exploration with the paints as simply messing around or playing with food, which is a misunderstanding of the aims of the Colour Workshop for Babies method. After all, the materials are only edible so that they are safe and that the parents do not need to be worried about children accidentally getting some of the paint in their mouths (Mettovaara 2010; Moilanen 2010: 13; Rantala 2009). In addition, the replies to the

statement of the importance of the visiting the exhibition shows that parents prioritize the painting section of the workshop over the exhibition visit and exploration of the materials. The three parts of the workshop are equally important – and together create the whole (Moilanen 2010; Rantala 2009; Mettovaara 2010).

From the parents' replies we can see that the parents felt that the BPC workshop were gratifying for their infant. Though the workshop involves a lot of different stimuli, parents felt their infants mostly coped well and enjoyed the workshop. The parents also felt that their infants were observing everything around them. Some of the babies wandered around, but few of the babies were wary in the new surroundings. Some parents felt that their babies were tearful, but in light of the other positive responses this did not seem to hinder or prevent enjoyment in the long run.

A majority of the parents considered exploring together as an important aspect of BPC workshops. Based on these results, we can say the parents feel that elements aiding early-interaction are present at BPC workshops. The materials used in BPC are used to help the parent and infant explore together and use them to help in communicating and exploring together. Most of the parents stated the infant explored the materials independently, but that they also explored the materials together. The activity should happen with the infant's initiative where the parent joins in and explores with the baby (Moilanen 2010). According to the results, many parents found that being with an infant in the exhibition had an effect on how they viewed art. Drawing a conclusion from the results it seems that the babies have been free to explore and experience, but the parents have also joined the baby in his/her exploration. Since a majority of the parents also found the materials easy to use, it seems the materials encouraged exploration. In addition to this, parents stated that they had new experiences of art with their baby so it can be assumed that the parents were able to get heavily involved into the activity with the child. This is the basis on which the early-interaction in BPC workshops occurs.

The idea of the BPC workshops is to offer a new situation where both the parent and the infant start at same level. Parents enjoyed the fact the workshops were a new situation and a change to the mundane. The BPC workshops have succeeded in creating an encouraging atmosphere where early-interaction can be fostered.

## 10 DISCUSSION

Humans need interaction and require a community to reach their fullest individual potential. This is the idea behind social pedagogical work methods. (Kurki 2001:122). The authors of this study believe BPC workshops can become a social pedagogical working method. BPC workshops can support the individual's identity and life management skills, through offering a platform for interaction, new experiences and a chance to create something new, based on these.

Contemporary art and contemporary art museums have a privileged place, standing at the hub of current issues and instigating discussion. Contemporary art, by its nature treats society as fragmented, and expects a varied audience. It exists in the moment and changes the context in which the public looks at things. (Sederholm 2000:182). Starting his/her journey as an active museum visitor from an early age, the child grows up with a 'foot in the door' in society as a whole. When a museum becomes part of a child's culture, the experiences and interaction within this context have the potential to make the child an active member of society and through this the subject of his/her own life. BPC workshops bring the vital interaction component to this. In infancy, the parent and infant can learn about each other in an environment that allows for new discovery – and through it interaction with artwork as the instigator of discussion and new perspectives. As the child grows, the interaction between parent and child changes, but artwork can still remain an instigator for discussion and discovery that continues into adulthood.

Though the BPC workshops are carried out at the museum, the method does not require an art exhibition, in order to be implemented. The authors see the possibilities of applying BPC workshops in family work, multicultural work, early childhood education and special education etc. Moilanen (2010: 6) states that because of the different dimensions of the Colour Workshops for Babies method, it has the potential to develop into a work form within the social field. The workshops can be planned for a specific premise, taking into consideration the physical, mental and social specifications of a group (Moilanen 2010: 6.) BPC workshops can be arranged for children of all ages, youths and even adults. The age of the participants should then be taken into consideration in the themes and planning, but the elements of the methods remain the same. (Kaipiainen 2010; Moilanen 2010: 16.)

The authors of this study are most interested in how the workshops can be applied to

early education work and the possibilities of this will be examined. Through developing sensory sensitivity and offering experiences, art activities aimed for infants can also be considered goal centered early education activities (Moilanen 2010: 26). Social pedagogical working methods can easily be applied to the field of early childhood education. Early childhood education allows for work that fulfills the two main aims of social pedagogical work: methods to strengthen communities and support the individual's identity and life management skills. (Tast 2007; 29). BPC workshops fulfil both these aspects of social pedagogical work in early childhood education.

In the early childhood education setting, the focal point of the interaction would be the interaction between the peer group of children instead of between the parent and the infant. Growth can only happen in interaction with others so the small group provides the child with a small community which they can grow and become part of (Kurki 2001: 134). The experiences of the BPC workshops would provide an easy platform for the children to share experiences and share the sensations together. Just as sufficient early-interaction with the parent is crucial for the early development of a child, the interaction within a peer group is crucial for early childhood development.

The other main aspect of social pedagogical work in early childhood education is to strengthen the community. The idea of community can be extended to include a wider operating environment. This can mean bringing out the significance of children in society as well as making children more aware of the world outside their usual social environments; such as home and school. (Tast 2007: 43.) Combining the workshops with an exhibition visit at a museum achieves these goals.

In an early childhood education setting, a modified BPC workshop could work as follows. To start, a visit to an exhibition to study and explore a few artworks with a small group would open up the theme. The theme would then be further explored through different materials and/or exercises. At the end, the children would do a painting and leave their own mark; drawing together the experiences they have had both with the exhibition and with the materials. However, this study only allows for speculation on these applications and further study would be required to consider it further.

Kaitavuori (2007: 284) defines implementing different communal and participatory activities as part of museum pedagogy and this is specifically the job of an educational curator. This provides possibilities for multi-professional co-operation between museums and workers in the social field. BPC workshops, with their early-interaction and other developmental aims, provide fertile ground for this sort of co-operation that could also be expanded to fill a person's entire life cycle.

The role of the instructor at the BPC workshops was not explored in this study. However, it is beneficial to point out that the many-fold duties of the instructor include being an example to the parents and helping them to interact with their child and support the parents as well as be an example of peer support. This is in addition to the material knowledge and art-educational knowledge that an instructor working in the parameters of a museum is expected to have. Based on the experiences gained throughout this study and from observing BPC workshops, this combination of roles that the instructor has, provides the opportunity for co-operation with professionals in the social field. Further study would be needed to show how fruitful a working partnership of these two fields could be.

BPC workshops are just one possibility of using art as a method in the social field. The field is open for future applications which combine social pedagogical aims, where art is used as a means. The Colour Workshop for Babies Method also has potential, in that it can be modified to suit different groups and be applied in different venues. In the BPC workshops, the parent only commits for one session and the parents voluntarily participate. There are possibilities to do more long term workshops with the same group. How to entice and market BPC workshops and the associated activities to marginal groups poses its own set of questions and possibilities – for which this study cannot answer - but this study provides food for thought for that question.



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## Kysely

Olemme Metropolia Ammattikorkeakoulun opiskelijoita ja teemme lopputyötä. Opinnäytetyö käsittelee varhaisen vuorovaikutuksen ilmenemistä vauvojen värileikki työpajoissa. Kiasma on yhteistyökumppaninamme. Tämä kysely on osa opinnäytetyötämme. Kyselylomakkeet käsitellään luottamuksellisesti ja tietoa käytetään vain opinnäytetyömme tekoon sekä värileikki toiminnan kehittämiseksi. Kyselyyn vastaaminen kestää muutaman minuutin, kiitos ajastanne!

### 1. Sukupuoli

Q1

☐ nainen ☐ mies

### 2. Ikä

Q2

- ☐ alle 20  
☐ 20- 29  
☐ 30- 39  
☐ 40- 49  
☐ yli 50

### 3. Mistä kuulit Kiasman vauvojen värileikistä?

Q3

- ☐ Neuvolasta  
☐ Mediasta  
☐ Kiasmasta  
☐ Tuttavilta  
☐ Muualta? Mistä? \_\_\_\_\_

### 4. Kenen kanssa kävit vauvojen värileikissä?

Q4

- ☐ Oman vauvan  
☐ Vauva ja toinen aikuinen  
☐ Tuttavien ja heidän vauvojen kanssa  
☐ Vauvan ja muiden lasten  
☐ Jonkun muun? Kenen? \_\_\_\_\_

### 5. Oletko käynyt vauvan kanssa Kiasmassa aikaisemmin?

Q5

- ☐ kyllä, aikaisemmin vauvojen värityöpajassa saman lapsen kanssa  
☐ kyllä, vauvojen värityöpajassa eri lapsen kanssa  
☐ kyllä, olemme vauvan kanssa yhdessä tutustuneet näyttelyyn  
☐ en  
☐ en, mutta olen käynyt taaperopajoissa vanhemman lapsen kanssa  
☐ en, mutta olemme käyneet muissa museoissa

### 6. Onko vauvalla säännöllisiä harrastuksia (esim. muskari, vauvauinti)?

Q6

- ☐ ei ☐ kyllä, mitä? \_\_\_\_\_

*Q7*

Vaihtoehdot ovat: 1: Täysin eri mieltä, 2: Osin eri mieltä, 3: Ei samaa eikä eri,  
4: Osin samaa mieltä, 5: Täysin samaa mieltä

Työpajan ilmapiiri oli vauvalle sopiva	1	2	3	4	5	<i>Q7a</i>
Oli positiivinen kokemus olla vauvan kanssa yhdessä museossa	1	2	3	4	5	<i>Q7b</i>
Värileikki antaa mukavaa vaihtelua arkeen	1	2	3	4	5	<i>Q7c</i>
<i>Kommentteja:</i>						
Viihdyin itse työpajassa	1	2	3	4	5	<i>Q7d</i>
Työpaja oli mielestäni mielenkiintoinen	1	2	3	4	5	<i>Q7e</i>
Työpaja oli minulle jännittävä kokemus	1	2	3	4	5	<i>Q7f</i>
Vauvan kanssa sain uutta irti taiteesta	1	2	3	4	5	<i>Q7g</i>
Vauva vei kaiken huomioni	1	2	3	4	5	<i>Q7h</i>
Oli mukavaa olla ryhmässä muiden vauvaperheiden kanssa	1	2	3	4	5	<i>Q7i</i>
<i>Kommentteja:</i>						
Vauva tarkkaili	1	2	3	4	5	<i>Q7j</i>
Vauva viihtyi hyvin	1	2	3	4	5	<i>Q7k</i>
Vauva jaksoi hyvin	1	2	3	4	5	<i>Q7l</i>
Vauva itkeskeli	1	2	3	4	5	<i>Q7m</i>
Vauva vaelteli	1	2	3	4	5	<i>Q7n</i>
Vauva vierasti	1	2	3	4	5	<i>Q7o</i>
<i>Kommentteja:</i>						
Värileikki materiaalien käyttö oli helppoa	1	2	3	4	5	<i>Q7p</i>
Ohjeistusta oli riittävästi	1	2	3	4	5	<i>Q7q</i>
Vauva tutki itse värileikki materiaaleja	1	2	3	4	5	<i>Q7r</i>
Tutkimme yhdessä värileikki materiaaleja	1	2	3	4	5	<i>Q7s</i>
Sain ideoita eri materiaalien käyttöön muilta vanhemmilta	1	2	3	4	5	<i>Q7t</i>
<i>Kommentteja:</i>						
Värileikissä on keskeistä vauvan taiteellisen osaamisen edistäminen	1	2	3	4	5	<i>Q7u</i>
Teoksen katselu on värityöpajoissa keskeisintä	1	2	3	4	5	<i>Q7v</i>
Värityöpaja on vauvalle mukava harrastus	1	2	3	4	5	<i>Q7x</i>
Värileikissä keskeistä on yhdessä tekeminen	1	2	3	4	5	<i>Q7y</i>
Värileikin ohjaajan rooli on keskeinen	1	2	3	4	5	<i>Q7z</i>
<i>Kommentteja:</i>						

**8. Opitko jotain uutta vauvastasi? Mitä?**

*Q8*

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**9. Opitko jotain uutta itsestäsi? Mitä?**

*Q9*

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**10. Ajattelitko jatkaa värileikkimenetelmien käyttöä?**

*Q10*

- ☐ kyllä, kotona
- ☐ kyllä, haluaisin osallistua Kiasman vauvojen värityöpajaan uudestaan
- ☐ kyllä, mutta muualla kuin Kiasmassa
- ☐ kyllä, ajattelin ottaa vauvan museoon mukaan näyttelyitä katsomaan muulloinkin
- ☐ en
- ☐ muuta? mitä? \_\_\_\_\_

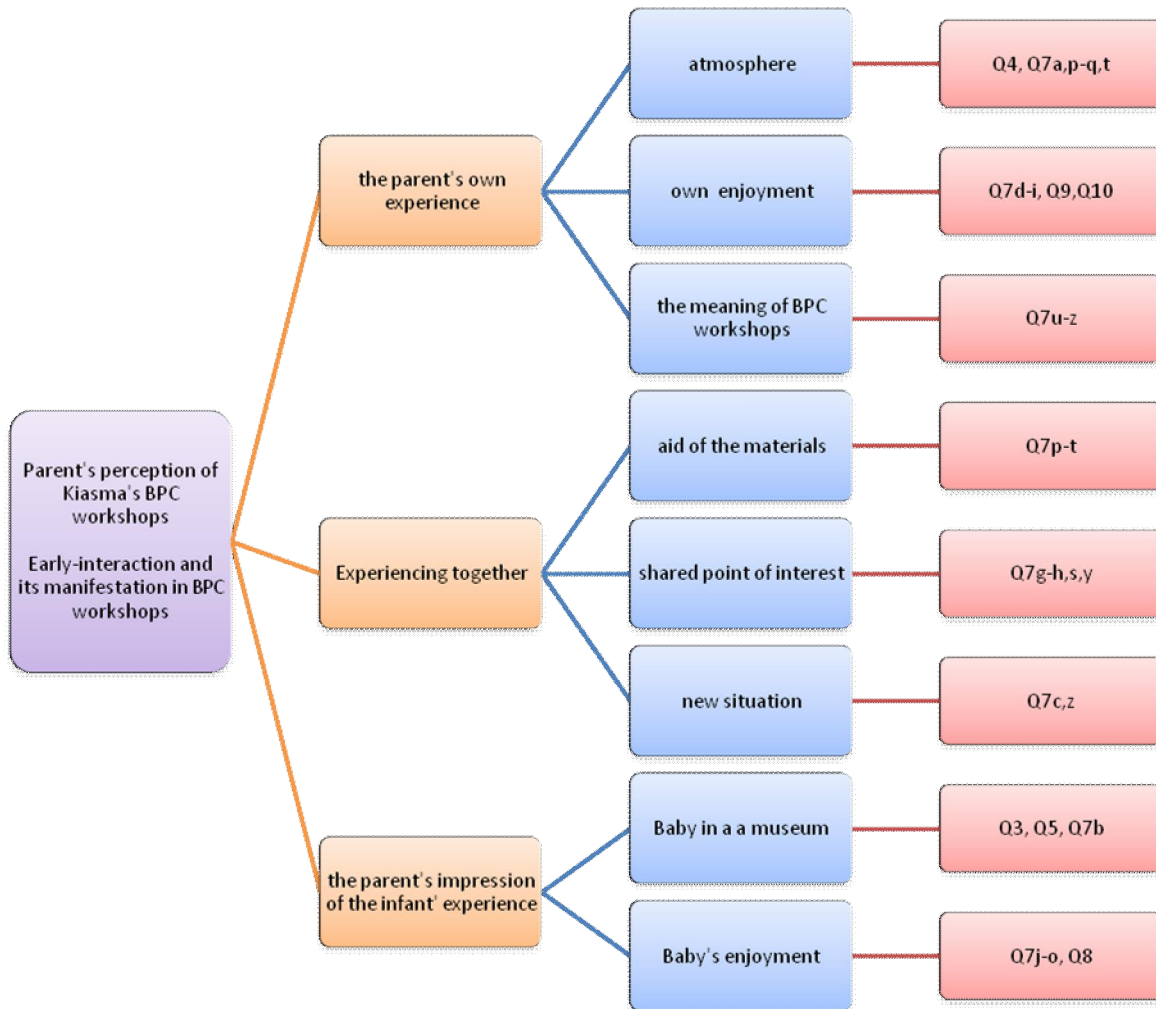
**Mitä muita terveisiä haluaisit lähettää Kiasmaan...**

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## Tervetuloa Vauvojen värileikkiin

kesto 1,5 t

## Kiasman Paja

*Miltä värit näyttävät, tuntuvat ja maistuvat ?*

Vauvojen värileikki on vauvan (3-11 kk) ja vanhemman yhdessäoloa, joka perustuu leikkiin ja vuorovaikutukseen lapsen ehdoilla. Uusiin materiaaleihin tutustutaan tunnustelemalla, maistelemalla, haistelemalla ja kuuntelemalla. Materiaaleina käytetään mm. kankaita, höyheniä ja hedelmäsoseita väriteemojen mukaan vaihdellen.

*Sininen, punainen, keltainen...*

Vauva kiinnittää erityisesti huomiota voimakkaisiin kontrasteihin ja rajapintoihin, kirkkaisiin väreihin, selkeisiin muotoihin, liikkuviin esineisiin ja liikkuvaan kuvaan, ääniin ja ihmiskasvoihin. Värileikki alkaa näyttelykäynnillä, jolla tutustutaan 1- 2 teokseen.

Vauva kannattaa pukea vaatteisiin, jotka saavat hieman sotkeutua. Värileikissä voi tunnustella väriä myös varpailla. Ota mukaan oma pyyhe. Aikuisille on tarjolla suojatakkeja.

Näyttelytiloissa vanhemmat ovat vastuussa lapsestaan. Tällä hetkellä ei ole esillä teoksia, joihin voimme koskea.

*Museoon tullessa*

- ohjaaja odottaa ryhmää infon luona.
- pääsylippu maksaa 8/6 e / aikuinen, vauvat ilmaiseksi.
- vauvaa kohden voi olla mukana useampikin aikuinen.
- suosittelemme rintarepun tai vastaavan käyttöä näyttelytiloissa.
- rintareppuja on lainattavissa museolla.
- vaunut voi jättää ala-aulan luiskan alle.
- leikkiminen ja maalaaminen tapahtuu Kiasman pajatilassa, 5 krs.
- kassit ym. tavarat voi ottaa pajalle mukaan.

**HUOM!**

Emme suosittele kameran käyttöä värileikin aikana.

Ilmoita mahdollisista allergioista tai herkkyyksistä opasvarauksiin:

[opasvaraus@kiasma.fi](mailto:opasvaraus@kiasma.fi) tai 09 1733 6509 (klo 9-12)



## Ohjeita värileikkiin

Värileikki on vauvan ja vanhemman yhdessäoloa joka perustuu leikkiin ja vuorovaikutukseen. Värileikissä toimitaan lapsen ehdoilla. Vanhempi ja lapsi tutustuvat yhdessä uusiin materiaaleihin tunnustelemalla, maistelemalla, haistelemalla ja kuuntelemalla. Tarvitaan vain rauhallista aikaa yhdessäoloon ja avointa mieltä yhteiselle tutkimusretkelle.

Värileikkiin löytyy ainekset kotoa. Arkiset esineet kiinnostavat vauvaa. Tutkittavat esineet ja materiaalit löytyvät keittiön kaapeista, lakanapinoista, paperikasoista jne. Tässä joitakin vinkkejä kiinnostavista kodin esineistä ja materiaaleista joita voi ottaa mukaan värileikkiin.

- ilmapallot
- rapisevat muovit
- höyhenet
- erilaiset nauhat (silkkinauhat, pitsinauhat, kengännauhat)
- eriväriset ja tuntuiset kankaat  
(esim. liukas satiini, pehmeä fleece, läpinäkyvä harso, voimakaskuvioinen lakanakangas, kimaltavat kankaat)
- taskulamput
- suklaarasioiden konvehtimuotit
- pehmeät lankarullat
- rasiat joissa on jotakin rahisevaa tai helisevää sisällä
- mehupillit joilla voi puhallella ilmaa
- jääpalat
- isot simpukan kuoret
- yrtit (esim. minttu tai basilika)

Värileikin osana voi kokeilla myös maalaamista turvallisilla ruoka-aineilla. Maalaamisen voi tehdä esim. kylpyhuoneen lattialla, jolloin lapsi saa rauhassa levitellä väriä alustalle. Maalaus pohjaksi kannattaa valita melko kestävä paperi jotta märkä väri ja lapsen maalaaminen ei revi paperia. Paperi kannattaa myös teipata kunnolla lattiaan tai alustalle jotta se pysyy hyvin paikoillaan. Maaleiksi sopivat esimerkiksi

- mangosose
- mustikkasose
- punajuurisose (huom. punajuurissa on nitraattia joten kannattaa pitää huoli ettei sitä pääse liikaa lapsen suuhun)
- jauhoista ja vedestä tehty taikina (esim. mustalle paperille)

Värileikissä tärkeää ei ole maalattu lopputulos, vaan mukava yhteinen hetki vauvan ja aikuisen välillä. Toisinaan vauva ei ole lainkaan kiinnostunut maalaamisesta, vaan esineiden tutkiminen riittää. Vauvaa kiinnittää huomiota erityisesti voimakkaisiin kontrasteihin ja rajapintoihin, kirkkaisiin väreihin, selkeisiin muotoihin, liikkuviin esineisiin ja liikkuvaan kuvaan, ääniin ja ihmiskasvoihin.

*Antoisia värileikkihetkiä!*

## Original Finnish Quotes and English Translations

### Baby and the material

“Was slightly afraid of the dark room.”

*pelkäsi pimeää huonetta hieman*

”Baby prefers to concentrate on exploring specific materials rather than painting with colours

or rummaging the fabrics.”

*Vauva keskittyy mieluummin tutkimaan yksittäisiä tavaroita kuin maalaa väreillä tai penkoo kankaita.*

”Doing/playing with food is immensely fun.”

*Ruoalla tekeminen/leikkiminen on valtavan hauskaa*

“Liked purée even though has not tasted them before.”

*Soseista tykkäsi vaikka ei ole niitä aikaisemmin maistanut.*

### Baby's skills

“Being wary of strangers has clearly lessened, baby likes to concentrate on one ”favourite toy”

and the exploration of other materials became secondary.”

*Vierastaminen on selvästi vähentynyt, vauva tykkää keskittyä yhteen ”lempileluun”, jolloin muiden esineiden tutkiskelu unohtui.*

“How enthusiastically s/he explores new things and enjoys new situations. S/he was also

clearly interested in the artworks.”

*Miten innokkaasti hän tutkii uusia asioita ja viihtyy uusissa tilanteissa. Hän oli myös selvästi kiinnostunut taideteoksista.*

”Baby was more interested in the other babies than art.”

*Vauva oli kiinnostuneempi muista vauvoista kuin taiteesta.*

“Enjoys new things and the company of others. The activity doesn’t have to be anything

‘amazing’, finger painting for example, works fine.”

*Nauttii uusista asioista ja muiden seurasta. Tekemisen ei tarvitse olla mitään ”ihmeellistä”, sormivärimaalaus toimii esim. hyvin.*

”Baby was not as wary of strangers as I had feared.”

*Vauva ei vierastanut niin paljon kuin olin pelännyt.*

Supports parent's parental identity

“How well s/he is able to concentrate. S/he is so excited about art.”  
*Kuinka hyvin hän jaksaa keskittyä. Hän on niin innostunut taiteesta.*

“S/he kept well in comparison to other babies even though s/he is younger.”  
*Hän jaksaa hyvin suhteessa muihin vauvoihin, vaikka on nuorempi.*

“Not really, when tired is not a good time to do crafts.”  
*Eipä juuri, väsyneenä ei ole hyvä askarrella.*

“Interest is endless, not new – but fun.”  
*Mielenkiinto loputon, ei uutta – mutta hauskaa.*

“Should visit Kiasma more often.”  
*Pitäisi käydä Kiasmassa useammin.*

“You can enjoy ‘making a mess’ with baby, acquainting with familiar things in a new way.”  
*Vauvan kanssa voi nauttia ”sotkemisesta”, tuttuihin asioihin tutumisesta uudella tavalla.*

“You need to follow baby’s lead.”  
*pitää mennä vauvan mukana*