JÖNKÖPING UNIVERSITY
School of Education and
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Examining the potential of the Creative Pedagogy of Play for supporting cultural identity development of immigrant children in Swedish preschools

A systematic literature review

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Abstract

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This study investigates the literature of the Creative Pedagogy of Play to examine the potential for this pedagogy to support cultural identity development of immigrant preschoolers in the Swedish context. Twelve articles were reviewed in order to characterize outcomes of the Creative Pedagogy of Play potentially relevant for this support. Identified outcomes included: recognizing and promoting children's agency, co-creation of an imaginary world through diverse forms of expression, emotional involvement ("perezhivanie" as lived through experience), building peer relationships, valuing ambivalence, narrative teaching and narrative learning. In this thesis, we argue that these outcomes of Creative Pedagogy of Play have the potential to create supportive conditions associated with the development of cultural identity (such as: social inclusion, respect for diversity, care, guidance and teaching offered by adults, recognizing children's agency, and building relationships with friends and peers). The combination of these conditions creates a potential for the cultural identity formation through the Pedagogy of Play. Implications of this systematic review for early childhood education research and practice are discussed with particular focus on implications for engaging with questions of culture in preschool pedagogy.

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1 Introduction

Positive cultural identity development is fundamental to realizing every child's rights (Brooker & Woodhead, 2008). According to the UN Convention of the Rights of the Child (1989) every child has the right to a name, nationality and legal identity. Each child has a right to their own culture, therefore the education of the child shall be directed to "the development of respect for his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own" (UN Convention of the Right of the Child, 1989, Preamble and Articles 18, 23, 27, 29 and 32,).

Given how consequential early childhood is for children's social development, and given Sweden's role as an international leader in early childhood education, it is reasonable to ask about the role that Swedish early childhood education policies play in the promotion of a child's cultural identity. However, while the Swedish educational policy for young children recognizes the importance of supporting the development of cultural identity, it is unclear if all Swedish children receive the same consideration in regards to these values.

Over the past several years there has been a significant influx of immigrant children to Sweden, due to the various conflicts taking place in the Middle East. This has resulted in an increased diversification of schools in general, and specifically in the preschool sector, which is challenged to accommodate many children who have arrived to Sweden. This increased diversification in the Swedish preschool sector means that staff at all levels of this institution need to be prepared to interact with children and their families from diverse cultural backgrounds. Teachers play a special role in offering opportunities for children to gain access to many aspects of a new culture, "through dialogues with other significant persons in the vicinity, a child gradually builds up a conception of self and identity, social belonging, and what kind of person he or she wants to be" (Sommer, Samuelsson & Hundeide, 2010, p.88).

According to the Swedish preschool curriculum, pedagogues are expected to be knowledgeable about cultural diversity and the multifaceted nature of identities, putting respect for cultural diversity at the core of the early childhood policies and practices in preschool (Lpfö, 1998, revised 2010). Consequently, there is a need for understanding potential ways for teachers to engage with cultural issues while working with young children, including newly-arrived children from other cultures, in the preschool classroom. This is particularly the case in Swedish preschool provision given that this provision rests

on a foundation of values-based preschool pedagogy that, among other areas, emphasizes the cultural identity development of children with diverse cultural backgrounds. This paper, thus, examines the potential of the Creative Pedagogy of Play for supporting cultural identity development of immigrant children in Swedish preschools.

The thesis will start with a discussion of the theoretical framework used for defining key concepts: cultural identity, development of cultural identity of young children and the main idea of the Pedagogy of play. This discussion will be followed by a description of the conceptual framework guiding the literature review, the study design and then main findings and discussion. The paper concludes by outlining the potential of the Creative Pedagogy of Play to provide the potential support for cultural identity development in a Swedish context.

2 Theoretical Background

2.1 Defining the cultural identity and cultural identity development of children

As with most questions concerning human development, the question of the formation of cultural identity is often debated in terms of socio-cultural or "preformed" contributions to this development. Brooker and Woodhead (2008) describe the formation of identity a process that combines a child's development, socialization and enculturation (Brooker & Woodhead, 2008). It has been seen as a gradual process of embedding into the norms, values and social roles of the parents' culture, shaped by the guidance offered by parents and others. The alternative view conceives of the child's identity as largely preformed, and maturing through play and exploration in the protected spaces offered by caring adults. Neither of these views accords with contemporary theories of identity formation, which respect children's unique identity at birth and their role in constructing and reconstructing personal meanings within cultural contexts (Brooker &Woodhead, 2008).

The UN Convention requires to recognize even the youngest child as a distinct identity and personality, active members of family, communities and societies, with their own concerns, interests and points of view (General Comment 7 from the UN Committee on the Rights of Child, 2005, Paragraph 5).

From the birth the child is surrounded by culture, and cultural experiences, which become internalized and, as growth and development take place, the unique multi-faceted personal and social identity emerges. In this sense, identity is both a state of "being" and a

process of "becoming" (Uprichard, 2008). Personal identity refers to children's subjective feelings about their distinctiveness from others, their sense of uniqueness, of individuality (Woodhead, 2008). Social identity refers, on the other hand, to the ways in which they feel they are (or would like to be) the same as others, typically through identification with family and/or peer culture (Woodhead, 2008). Identity thus unites simultaneously two core human motives: the need to belong and the need to be unique (Schaffer, 1996, p.80).

We surveyed relevant international research publications to examine the understanding of the conditions and criteria of cultural identity development in early childhood education settings. In general, within the literature of identity development research examines questions of racial identity (Sellers & Shelton, 2003), ethnic identity (Tummala-Narra & Claudius, 2013), cultural identity, and transcultural identity (Knauss et al., 2015). Through the specific identification, individuals come to situate themselves as belonging to a distinct "race", place, ethnicity, nationality, gender or culture (Woodhead, 2008). In this paper our focus will be on children's cultural identity development. That includes social cognitive processes, implications of bicultural and multicultural identification, bilingualism and multilingualism, immigration and migration, acculturation and enculturation processes that support the identity development processes (Quintana, 2006).

The motivation to examine this topic is rooted in my experience of being both an insider and a new-comer to Sweden, and an outsider in terms of different race and religion (originally from a Ukrainian background within an orthodox Christian society), that elicits the research interest, related to the Swedish population. First of all, we came to the international sources to look at how the topic of cultural identity development is addressed worldwide.

Over many decades, a key topic of interest has been the relationship between the development of cultural identity in the context of early childhood education environments. Cross-cultural studies examining the question of identity development, challenge the position that children's cultural identity is something simple, that is bounded and remains stable throughout their lives and different circumstances (Brooker & Woodhead, 2008). Instead, it is argued, identity should be understood as a highly complex organization of multiple constructs – interrelated, yet expressing the variety of different functions (Schaffer, 2006, p 74).

Identity is best described as constructed, co-constructed and reconstructed by the child through his or her interactions with parents, teachers, peers and others. These dynamic

processes include imitation and identification in shared activities, including imaginative role-play (Göncü, 1999).

Psychologists argue that cultural identity has no universal model for the process of development and in complex modern societies children may be viewed as acquiring a complex bundle of mixed and sometimes competing identities through their diverse, early experiences (Brooker & Woodhead, 2008).

Taylor (1999) defines cultural identity "as one's understanding of the multilayered, interdependent, and nonsynchronous interaction of social status, language, race, ethnicity, values, and behaviors that permeate and influence nearly all aspects of our lives" (p. 232).

When referring to identity as a multidimensional construct which is variable over time, this may be done through new relationships, experiences and socio-cultural context. Therefore, the focus of this paper will not be to give universal recommendations for cultural identity development, but rather discuss one of the tendencies to see the main features that are the predominant components of developing sense of cultural identity. According to the British researchers Brooker and Woodhead (2008) the development and maintaining of identity is seen as the process of interacting of the next complex of the conditions.

Social inclusion and exclusion: This set of conditions are key for providing (or not) children with the opportunity to consolidate a secure sense of their own identities at the same time as enabling awareness of the similarities and the differences with others, to be able to distinguish own self from the others. Additionally, if children live in a family, community and/or society characterized by inequalities and/or conflicts, they (and their families) may experience exclusion or discrimination, and these experiences will shape children's growing identity, their sense of who they are, where they belong and how far they feel valued and respected (Brooker & Woodhead, 2008).

Respect for cultural and social diversity: The extent to which this process has positive outcomes depends a great deal on how far and in what ways children's' social contexts (whether families, preschools or wider society) respect diversity (Brooker & Woodhead, 2008).

The care, guidance and teaching offered by parents, professionals and other adults are the major conduit through which children can be assured positive identities (Brooker & Woodhead, 2008).

Recognizing children's agency is central at consolidation with a secure sense of own identity. Identity is an agentic core of personality by which human learn to increasingly differentiate and master themselves and the world (Brooker & Woodhead, 2008)

Building the relationships with friends and peers, is an essential dynamic and social process for constructing the identity (Brooker & Woodhead, 2008).

These conditions are significant for the formation of *cultural* identity, which is a complex process. One's Identity is shaped by local environments and values, by unique "developmental niches" that children inhabit (Super & Harkness, 1977) and by their encounters with a succession of micro-systems during the course of their daily routines, including at home, with friends, in preschool and so on (Bronfenbrenner, 1979). Before they begin school, many children demonstrate a clear understanding of their role and status at home, at preschool and in their neighborhood, and of the impact of how they are treated with a sense of who they are (Brooker & Woodhead, 2008). New surroundings and new people play a role in how immigrant children feel about the new culture they have migrated into.

On the question of how to work with cultural issues in educational environments, Lisa Delpit's (1988, 1995) examination of multicultural education is instructive as it explores teacher's attitudes toward cultural differences, dealing with ethnic bias, ethnocentrism, minority groups education and critical understanding of the role of race. According to Delpit's perspective, in an American context multicultural education tends to be organized:

a) to reflect the liberal, middle-class values and aspirations,

b) to welcome equal opportunities in the educational process for all the participants regardless of cultural identity: "I want the same thing for everyone else's children as I want for mine", and

c) ensuring the maintenance of the status quo (…): that the power, the "culture of power", remains in the hands of those who already have it (1988, p. 285)

Many educators, she claims, see the main goal education as an autonomous, equal opportunity for the children to development who they are in the classroom setting, without having arbitrary, outside the standards forced upon them (Delpit, 1988, p. 285). However, she argues, that the parents, who enter into but do not function within the "culture of power", want that multicultural education to provide their children with discourse patterns, interactional styles, and spoken and written language codes that will allow them the succeed in the larger society (1988, p. 256).

Delpit argues that many cultural problems have roots in the lack of discussion between the teachers of the minority-group children and their parents, which helps teachers and children to become better acquainted. Delpit (1995) introduces the idea of teachers as "cultural translators" for students struggling to understand the sometimes "foreign" way of American public schools. The main claim is that educators have to overcome the stereotypes of society and themselves to acknowledge the world of the children; to know who they really are and to perceive those differences for themselves except through their own "culturally clouded vision", before they start to educate them (Delpit, 1995). She suggests, that an education must provide these children with inclusion into the meaningful content that the other families from a different cultural orientation provide at home, which means incorporating strategies appropriate for all the children rather than separation from the family background (1988, p. 286). However, her argument that the students must be allowed the resource of the teacher's expert knowledge, while being helped to acknowledge their own "expertness" as well (1988, p. 296) might be seen as ambiguous and in need of discussion. The teachers, while stepping into the educational environment as the "translators of culture", welcome the children to uncover their potential without judging them for the culture that they represent (Delpit, 1988).

Preschools, as one of the first places that children and their parents come into contact with the social institutions of the new culture, play an especially important role in this process of coming to know the new culture. The values espoused in the preschool and embedded in the preschool environment can both foster and limit the opportunities for identity development. That might pose a challenge, as the immigrant child might feel compelled to choose between the two presenting cultures instead of integration in the new culture. Given the increased cultural diversity of Swedish preschool classrooms from the influx of migrant children, it is a pressing issue to try and understand the role of preschool educational environments in Sweden in shaping cultural identity development.

The following section will describe attempts in Sweden to craft and implement preschool education policies aimed at improving the standards of education and care as they relate to cultural inclusion and respect the cultural diversity.

2.2 Development of cultural identity as a topic of concern in the Swedish socio-cultural-political context

Preschool in Sweden is a place where the majority of children spend most of their time during the first 1-6 years of their lives. While preschool is not mandatory in Sweden, more than 493 600 children (both Swedish and immigrant children) were enrolled in preschool in the autumn of 2015 (Skolverket RAPPORT 452, 2017). This means that approximately 83 percent of the country's 1-5 year olds attended preschool, and, among the 4-5 year olds, 94 percent of the children were enrolled (Skolverket RAPPORT 452, 2017). The preschool is not mandatory in Sweden and is welcoming all the children, regardless of who they are: Swedish or immigrant (Lpfö, 1998, revised 2010). However, the immigrant children may find themselves unfamiliar with the Swedish cultural and educational environment. This can result in a challenge for them in the process of developing their cultural identities. Within the main goals of Lpfö (1998, revised 2010), Swedish preschool should strive to ensure that each child develop their identity and feel secure in themselves. Also, to ensure them with a sense of participation in their own culture and develop a feeling and respect for other cultures (Lpfö, 1998, revised 2010).

The preschool should take account of the fact that children have different living environments and that they try to create context and meaning out of their own experiences. The task of the preschool involves not only developing the child's ability and cultural creativity, but also passing on a cultural heritage – its values, traditions and history, language and knowledge – from one generation to the next. (Lpfö, 1998, revised 2010).

According to the Swedish preschool curriculum A Swedish preschools should strive to create an educational environment, which can reflect the cultural heritage of Swedish society and support the potential opportunities for children with diverse cultural background to be engaged in the process of shaping their cultural identity by inclusion into the Swedish culture (Lpfö, 1998, revised 2010). Here is a potential challenge of the opportunities to develop the educational environment in preschool that is supportive for child's personal identity formation and respectful for the cultural diversity.

Given that the conditions described by Brooker and Woodhead (2008) for the development of cultural identity, and given the ideals laid out in the Swedish preschool curriculum concerning cultural diversity in Swedish preschools, we sought to examine Swedish preschool pedagogies, in particular pedagogies that are focusing on play, in order

to examine them for the potential support of this development. However, we will not aim to advocate to any approach of development of cultural identity (DCI), nor unify the "proper" way of supportive pedagogy. Our main point of interest is to see how the phenomenon of cultural identity development may be understood through the lens of these Swedish preschool pedagogies.

In Sweden there is the particular pedagogical tradition, that might have the potential to help accomplish this mission, that is a Creative Pedagogy of Play (further CPP). CPP is a pedagogy that focuses on the organization of preschool activities in ways that *potentially* arrange for the kinds of conditions that Brooker and Woodhead (2008) argue to promote the development of cultural identity.

One rationale of this paper is to look at how this Swedish pedagogical tradition is connected with the purpose to describe the use of the form of pedagogical activity, that may be familiar to the people, who are going to be tasked with doing the future implementation of this activity. Whereas, the other rationale has to be associated with the pedagogy that prioritizes adult-child co-construction, democratic participation between child and adult and co-creation of an imaginary world with diverse forms of expressions. All that is something that has to do with adults and children together and there are some potentials for addressing this kind of conditions for the support of DCI. However, prior to saying what makes it a pedagogy that has potential to support the children's DCI we need to look at the representative international literature that describes studies specifically focused on the CPP. To investigate the findings of what outcomes participation in this pedagogical practice has for adults and children.

It is important to characterize what this literature says about the forms to be able to create this kind of settings that might be useful for the DCI. We may look at it through the lenses of the conditions for supporting the potential DCI of children with diverse cultural background through the playworlds.

2.3 Creative Pedagogy of Play and Playworld

In Sweden, the value of play in early childhood education provision has been recognized in educational policy and practice since 1946 (Nilsson, 2003). The Swedish curriculum has been modified toward the closer integration of play with other learning activities, focusing on the development of the "whole child", (Lpfö, 1998, revised 2010; Sandberg & Samuelson, 2003).

The Creative Pedagogy of Play was developed by Gunilla Lindqvist (1995, 1996, 2001). The theoretical basis of the project has to do with the cultural approach to play, inspired by the theory of Soviet psychologist Lev S. Vygotsky, who investigated the close relation between play, art and the process through which children develop cultural awareness (Lindqvist, 2001). Lindqvist described the argument of Vygotsky (1995) that children's creativity in its original form is syncretistic creativity, children do not differentiate between poetry and prose, narration and drama: they draw pictures and tell a story at the same time; they act a role and create their lines as they go along. Play is a complex phenomenon that entails higher mental processes of cognition, volition, and emotion, and, moreover, Vygotsky perceived play as the most significant source of development of consciousness about the world (Nilsson, 2009, p.15). Play creates meaning and is a dynamic meeting between a child's inner life (emotions and thoughts) and its external world (Lindqvist, 2001).

CPP promotes joint co-construction between the children and adults of an imaginary world, using multiple ways of expression, and that allows students to shape their stories about themselves.

There is relatively little research concerning early childhood development through the CPP and no research connected to the cultural identity development through this pedagogy. Such a research, particularly if it could show the outcomes of CPP and effective ways for the teachers as they work to support the cultural identity of children, and thus include the respect for the cultural diversity in their classroom, may be important. Which is why looking at the CPP may become beneficial in a way of its potential for developing the cultural identity.

Lindqvist's CPP has the potential to promote the zone of proximal development in which the dialogue between the adult and child leads to mutual co-development. Ferholt and Lecusay (2010) examined Lindqvist's theory of play and raise the question of what sorts of development teachers would like to foster in schools: a) only development that will allow children to succeed in formal educational settings, and possibly development toward adult stages of knowledge, wisdom or skill, or; b) creative development, development toward an unknown future that is significant to adults and children alike, in their lives both in and out of schools (Ferholt & Lecusay, 2010).

Lindqvist understands and explains the dynamic connection between play and culture. She asserts, the teacher's task should be to make the students interested in the unknown, to make the familiar unfamiliar, and to facilitate new interpretations and meaning

making. Children and young people need to perceive their reality from different perspectives in order to avoid belief in unambiguous truths (Nilsson, 2009). That pedagogy has been recognized in Sweden and worldwide for its potential for the early childhood development and learning.

2.4 Aim

The aim of the present study to characterize findings of the existing published studies related to the implications of participation in Creative Pedagogy of Play for children and adults, in order to examine if and to what extent the CPP may support the cultural identity development of the immigrant children in Swedish preschools. This characterization will be undertaken by way of a systematic literature review of published studies examining the various outcomes from participation in activities organized using the CPP.

2.5 Research Questions

To accomplish our research aim, the following research questions will guide the systematic review:

1. What are the developmental and social outcomes for children and adults of participation in activities based on the Creative Pedagogy of Play?

2. If and to what extent can it be argued that these outcomes are evidence that the Creative Pedagogy of Play supports the creation of conditions that support the development of cultural identity as described by Brooker and Woodhead (2008)?

3 Method

A systematic literature review was performed in order to identify, synthesize and evaluate relevant studies examining the implications of participation in Playworld are for children and adults, and what the CPP can offer for the development of the children's cultural identity. Furthermore, after identifying all relevant research for this particular review, a selection process through inclusion and exclusion criteria was made both in title, abstract and full text level. In addition, a quality assessment of the studies and data extraction was performed.

3.1 Search Procedure

The following databases form part of the search procedure: Psychinfo, ERIC, Science Direct, Psychology and Behavioural Sciences, Scopus and EMBASE. These databases integrate information from the fields of psychology, education, sociology, health services and medicine. Selection of search terms was guided by the research questions Specific attention was given to the following search terms: Creative Pedagogy of Play, Playworld, Gunilla Lindqvist, preschool child, play, cultural identity development, early childhood education, immigrants, cultural diversity, multicultural preschool education, early childhood.

We also searched, using the same keywords, and identified possible relevant articles in the reference lists of the collected articles or the other sources of information: library search, recommendations of scholars and references of national Curriculum, Lpfö 98, revised 2010.

The search was completed between March and April 2018 and updated in May 2018.

## 3.1.1 Inclusion and exclusion criteria

A detailed description of the inclusion and exclusion criteria is presented in a Figure 1. It included the study population, study focus, method, research design and publication type. It was necessary to apply a search strategy that allows for identification of relevant studies, that in one form or another deal with the Creative Pedagogy of Play and related to findings of Gunilla Lindqvist regarding the Playworlds and connected articles. The studies that were included were based on whether the articles were (1) peer-reviewed; (2) published; (3) in English language; (4) address the findings and implementation of the CPP; (5) have Swedish and/or international perspective; (6) were conducted in an early childhood education setting; (7) the sample consists of children within the age group between 0 and 8 years old, and children show normal developmental sequences without any other social and/or psychical vulnerability; (8) full text available online for free in the selected databases. Ideally, the articles should also in one form or another deal with the question of immigrant children cultural identity development through the CPP.

Exclusion criteria of the articles: (1) children were aged over 8; (2) Playworld in the other than early childhood education context.

Scanning of the articles content pages followed by screening of the abstracts of promising articles. However, due to the limited amount of literature available in the field

of CPP, search for the potential impact to the cultural identity development in early childhood was necessary.

Figure 1. Flowchart describing the search procedure and implementation of the inclusion exclusion criteria:
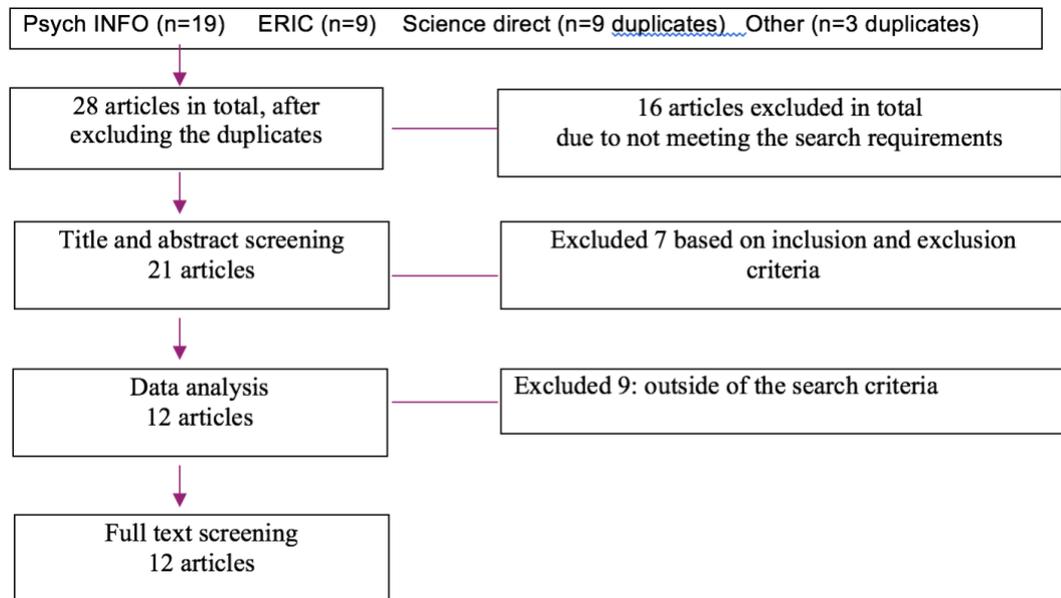
3.2 Selection procedure

Following the removal of duplicates, the database searches provided 28 articles that were screened for possible inclusion. At the first step, all the titles, abstracts of the potential full-text articles were screened for possible inclusion into the review (see Appendix A, Table 1). After the final screening stage 12 papers remained, which were read and were included in this review, and in total 16 articles were excluded. Following will be the detailed account of the selection procedure.

3.2.1 Title, abstract, and full text screening

The tool Zotero was used as a support for screening of the title and abstracts of the articles where the inclusion and exclusion criteria was applied for the selection process (see Table 1 Appendix A). After the exclusion of duplicates, the title and abstract screening proceeded for the remaining papers. Seven articles were excluded based on title and abstract level screening. These articles discussed Lindqvist's CPP but did not describe a formal study of the pedagogy, or they examined implementations of the CPP settings other than the early childhood education settings. After this screening procedure 21 articles were selected for full text screening.

Nine articles were excluded based on the full text screening, leaving 12 articles to be included in the final review (see Appendix B Table 1).

3.2.2 Quality assessment

In order to assess the quality of the articles to investigate their applicability for the systematic literature review a quality assessment tool was adapted from the Quantitative Research Assessment Tool (Child Care and Early Education Research Connections, [CCEERC], 2013) and Critical Appraisal Skills Programme (2018) CASP (Qualitative Checklist) (see Appendix B, Table 2).

The original tool of CCEERC (2013) consists of 11 items and a ranking scale from -1, 0, 1 points and a Not Applicable (NA) option. The CASP (2018) consists of 10 items and Yes, No and Can't tell answers. An adaptation of the quality assessment tools by using questions relevant to the articles was found necessary, as their original settings were not completely sufficient for the current review due to the following reasons: the aim of my systematic literature review, different content of articles, research problem and design of the articles. The adapted version of the tool included items regarding peer review, aim and

research questions. In addition, the scoring of the assessment tool that was used for measuring the information in the articles was changed in order to make the range of quality easier. The scoring scale was adapted to 2, 1, and 0 points. Score distribution was chosen by the reviewer and an adapted version was presented with a division of low quality between 0 and 10, moderate quality between 11 and 19 and high quality between 20 and 25.

The final version of the adapted tool had a total of 13 items which were divided into four main themes: (1) the article publication and background, information on peer review, aim and research questions; (2) population and sample, which includes population, selection of participants; (3) methodology, including information about the main variables or concepts, operationalization of concepts, research design, data collection, relationship between researcher and participants, ethical issues; (4) the analysis, including data analysis, statement of findings, contribution of the research to the existing knowledge or understanding see (Appendix B. Table 3). In result 5 out of 12 studies showed high quality while 7 of them showed a moderate quality. Since all of the studies showed relevant quality, none of the articles were excluded. The quality assessment results can be found in Appendix C. Table 1.

3.3 Data extraction

The protocol for data extraction and analysis is represented at Appendix 1 Table 2, and included: information about the construct of the article, main problem of study, sample details (number of children, age of children), methodology, context of study, country where research took place, outcomes of the participation in the Playworlds for the children and the adults. It also contained sections on what are the limitations of the study, and suggestions regarding further research and practice. The excel spreadsheet with all the details from the studies can be provided by the author on demand. Furthermore, after the data extraction protocol, studies were analyzed according to the aim and the research question of this literature review.

4. Results

The current review of studies examining the implications for learning and development of the CPP revealed the following categories of outcomes associated with this pedagogy: *recognizing and promoting children's agency, emotional involvement ("perezhivanie" as lived through the play experience), building peer relationship, valuing ambivalence (understood as the coexistence of opposing attitudes or feelings), narrative teaching and narrative learning*. We argue that that these outcomes, when considered in relation to the conditions for supporting the development of cultural identity (Brooker & Woodhead, 2008), are suggestive of the potential for the CPP as a pedagogy for supporting such development. These outcomes are examined in detail through the corresponding literature and described in section 4.3.

4.1 Overview of studies: Types of studies, Participants

The results showed that all the studies focused on the implications of participation in Playworld (Creative Pedagogy of Play) both for children and adults. These studies were published between 1996 and 2017 in four different countries: the USA, Australia, Finland and Sweden with the majority of studies coming from Finland and USA. Within the 12 studies, four studies from Rainio (2009, 2007, 2008a, 2008b) and three studies from Baumer et.al (2005), Ferholt & Lecusay (2010) and Ferholt & Rainio (2016) used the same data, but conducted different analysis with different problematic aspects (see Appendix C).

The number of participants within the selected studies ranged between 1 and 30. Age groups ranged between 0 and 8 years old, which covers the early childhood period. Immigration backgrounds of the children were not stated, but a country of origin or ethnic/racial backgrounds in the selected studies were included. There was no data provided in terms of the immigration statuses of the participants, only mentioned the cultural diverse sample of one study (Fleer, 2017). More detailed information on the participants can be found in Appendix C.

4.2. Review outcomes

Among the 12 studies reviewed, the following outcomes of participation in CPP were identified: recognizing and promoting children's agency, emotional involvement

("perezhivanie" as lived through experience), building peer relationship, valuing the ambivalences, narrative teaching and narrative learning.

In the following sections, we will describe the main findings of the implications of the CPP and/or Playworlds for children's development and learning. In this systematic review, we included the studies, which addressed the different problematic of CPP and selected the relevant features of the implications of the CPP for children and adults.

4.2.1. Recognizing and promoting children's agency

Five of the twelve articles reviewed included evidence that participation in CPP supports the recognizing and promoting children's agency (Rainio, 2007, 2008a 2009; Vuorinen & Hakkarainen, 2010; Hakkarainen, 2014).

Research indicates the importance of student's agency in making school experiences meaningful for children (i.e., Edwards & D'Arcy, 2004; Rainio, 2007; Hofmann, 2008). Playworlds integrate ways of understanding agency in school, both as individual development and as a discursively and socially constructed process, and as a negotiation of power and control (Rainio, 2008a).

Rainio (2007) refers to Vygotsky's interest of analyzing the role of signs, symbols, and cultural tools in the development of human's capacity to transform and gain independence from their immediate material constraints (1998a and 1998b). According to his cultural-historical theory, the use of tools and symbols is the basis of human agency and play as a central medium for practicing the ability to escape the immediate control of environmental stimuli with the help of imagination (Rainio, 2009). Several neo-Vygotskian researchers have also shown that play and narratives develop the children's ability to make generalizations and an awareness of self and others (Hakkarainen, 2006; Marjanovich-Shane & Beljanski-Ristic, 2008; Lindqvist, 2003).

According to Rainio (2009), the process of modifying and redefining conflicting categories is the core of the children's agency. For example, the study about the development of the girls' agency in the playworld describes a movement between the two different modes of action potencies - from turning inward and developing alternative realities in one's imagination (the so-called "restrictive" action potency) to actually materially impacting and changing the existing situation (the "generalized" action potency). Neither is more valuable than the other, but both are needed in the realization of human agency (Rainio, 2009).

Furthermore, Vuorinen and Hakkarainen (2014) argue that children need two types of adult support: asymmetric (an adult takes responsibility, makes decisions, sets goals and tasks, provides models for children, helps and comforts, controls and evaluates children's behavior) and symmetric (adults and children are genuine equal partners, when the agency of the child is recognized and respected). Their concern is that continuous asymmetric interaction does not leave any space for the development of children's reflection. Adult help from asymmetric position may prevent critical aspects of learning. In other words, adult guidance doesn't necessarily ensure proximal processes in the child development (2014). An adult is needed for supporting children's reflection, but their asymmetric relation prevents its development. In the classroom adults are authorities and decide what children have to do. But in the playworld adults are co-players and have to obey narrative logic (Hakkareinen, 2010).

4.2.2. Emotional involvement ("Perezhivanie", as lived through experience)

Three of the twelve articles reviewed included evidence that participation in CPP provides the emotional involvement ("Perezhivanie", or lived through experience) (Lindqvist, 2001; Vuorinen & Hakkarainen, 2014; Hakkarainen, 2010).

Lindqvist posed the question about what role adults play when children develop their playing patterns: in what way is children's play affected when adults enter the fiction and act out roles and actions? (Lindqvist, 2001). To answer these questions, we may look at the studies that describe emotional involvement ("perezhivanie", as lived through experience (Vuorinen & Hakkarainen, 2014). They consider that "in the narrative environments of playworlds the adults invite the children to participate and become emotionally involved, creating an urge to expand imaginative events" (Vuorinen & Hakkarainen, 2014, p.119). Through selecting "eternal moral themes" from classic tales or stories, CPP provokes a rise of different emotions in the present moment of living through the story. Children are challenged to become emotionally involved through it. During the CPP activity children have the opportunity to meet the emotions that are challenging, while being guided by professionals, who support them and then reflect the feelings together by discussing, writing, drawing and making handicrafts (Vuorinen & Hakkarainen, 2014).

An imaginative situation should welcome the participants to enter the imaginative world and take an active role. Researchers argue that when children are «inside» the problematic situation and emotionally involved, that transitory activity system creates a specific «social situation of development», which promotes children's elaboration of

psychological tools (Hakkarainen, 2010). Intertwining realistic problem solving with fictive frame changes the traditional problem solving situation (Hakkarainen, 2010). Therefor the playworld combines a child's holistic emotional experience with an aesthetical relation to reality (Hakkarainen, 2004).

4.2.3. Building the relationships with peers and adults.

Five of the twelve articles reviewed included evidence that participation in CPP supports the development of relationships among children and adults (Ferholt and Lecusay, 2010; Hakkarainen, 2004; Rainio, 2007, 2008a, 2009). Rainio (2009) cited the development of social relationships as one of the central implications of participation in CPP, as CPP focuses on encouraging students to work collaboratively. Another central purpose of CPP for preschool age children is to build reciprocity between children and adults through adult-child joint imaginative play. This happens only if the seemingly contradictory developmental, psychological, and critical sociological discourses meet in a dialogical way (Rainio, 2008a).

Hakkarainen (2004) is described as a collectively —children and adults—created and shared world of fiction, which integrates adults to play as equal partners. Lindqvist claims that CPP supports adult–child play that fosters children's ability to produce results in play that are novel to both adults and children (Ferholt & Lecusay 2009).

Rainio (2007) analyzes how the chain of narrative, fictional, events are constructed in the classroom in cooperation between the teacher and the pupils so that they become meaningful and sensible for the students. In the playworld, students and teachers explore different phenomena by taking on the roles of characters from a story and acting inside the frames of an improvised plot (Rainio, 2008a).

4.2.4. Valuing the ambivalence

One of the twelve articles reviewed included evidence that participation in CPP provides the valuing the ambivalence (Ferholt & Rainio, 2016).

Playworld creates the possibility for the children and adults to learn to grasp and accept ambivalence in their participation in CPP. Ferholt and Rainio (2016) described the concept of ambivalence as a coexistence of opposing attitudes or feelings, such as love and hate toward a person, object or an idea (Ferholt & Rainio, 2016). They define ambivalence as being torn between different worlds in which one participates, that becomes expressed as ambivalent behavior in social interaction, for example, as a simultaneous need to both

be a part of and withdraw from a community with which one is involved (Ferholt & Rainio, 2016). It can also refer to uncertainty or indecisiveness as to which course to follow, often described as having 'two minds' about a particular issue or situation, when students may want to engage but do not know how to go about it (Ferholt & Rainio, 2016). They studied the process of personally meaningful engagement of those children who are having ambivalent feelings. They may lack motivation but want to belong. They may hover between commitment and dropping out (Ekström 2010; Rainio & Marjanovic-Shane 2013). The authors argue that this complex and contradictory nature of student engagement needs to be recognized and conceptualized in the study of engagement in classrooms (Ferholt & Rainio, 2016). They insist that the ambivalence can also be understood positively, as a powerful means of achieving agentive action and personally meaningful engagement (cf. Rainio & Marjanovic-Shane 2013). This path becomes possible when the expression of ambivalence is taken seriously and is developed by people who are significant in at least one of the worlds in which a student is experiencing ambivalence (Ferholt & Rainio, 2016).

Because teachers play in playworlds, and play is ambiguous on many levels (Sutton-Smith 1997), teachers who make use of the playworld activity may more readily embrace ambivalence (Ferholt & Rainio, 2016). In the moments, when the teacher embraced the child's ambivalent participation, ambivalence itself appeared to be an important component of an evolving process of personally meaningful engagement (Ferholt & Rainio, 2016).

4.2.5. Narrative teaching

One of the twelve articles reviewed included evidence that participation in CPP supports the narrative teaching (Vuorinen & Hakkarainen, 2014).

Vuorinen and Hakkarainen (2014) recruited the term of the narrative teaching, where an adult is a model of improvisation for children and promote equal participation. In narrative environments teacher's main task is to cooperate and to accept students' creative proposals; in other words, teachers need to understand the key characters of improvisation (Vuorinen & Hakkarainen, 2014). One can say, that narrative teaching aims for the developmental changes in children, personal relation to phenomena as a central task. The authors add that in narrative teaching a central goal is also an embracing the consciousness through developing the ability of reflection (Vuorinen & Hakkarainen, 2014). The researchers' argument is that the route to analytic learning problems should go through narrative problem solving because: "Children do not apply adult logic in their problem solving, but it is rather based on emotional identification and becoming conscious of their

own emotions. A problem to be solved is not external in the outside world, but children are inside the problem due to their imagination and fantasy. They live through the problem while solving it. This difference opens the possibility to carry out creative experiments in problem solving" (Vuorinen & Hakkarainen, 2014, p 119).

4.2.6. Narrative learning

Two of the twelve articles reviewed included evidence that participation in CPP supports the narrative learning (Baumer et al., 2005; Vuorinen & Hakkarainen, 2014).

The CPP activity promotes the narrative competence of the children: narrative comprehension and narrative production (length, linguistic complexity, narrative coherence) in the experimental and control groups (Baumer et al., 2005).

Narrative learning means that children's learning results are an intermediate step in teacher's work. This connection is discussed through the children's general abilities and potentials and aim at the need for the mastery based on theoretical generalizations. (Vuorinen & Hakkarainen, 2014).

4.3. Relating the Five Conditions of cultural identity development to the Outcomes of participating in the Creative Pedagogy of Play

In what follows we address our second research question, and examine if and to what extent can it be argued that the identified outcomes of participation in CPP support the creation of conditions that support the development of cultural identity as described by Brooker and Woodhead (2008).

4.3.1 Social inclusion and exclusion

Recognizing and promoting children's agency is a socially inclusive process, as it involves creating opportunities for all children in a group to be able to make and act on their decisions. This, in turn can have has consequences for building peer relationships. Furthermore, awareness of social inclusion and exclusion can be highlighted through the valuing of ambivalences, given that feelings of ambivalence toward different cultures may be a common experience among those negotiating various cultures in a preschool setting: the culture the child comes from and the culture which he meets and acknowledges in

Swedish preschool context. In coming to grips with feelings of ambivalence, children grapple with questions of social inclusion and in this way, are provided with opportunities to consolidate a secure sense of their own identities while at the same time learning to distinguish one's self from the others (Brooker & Woodhead 2008).

4.3.2. Respect for cultural and social diversity

A central aim of the CPP approach is to create opportunities for students to work collaboratively (Rainio, 2009). Through the group activity and interaction with one another the participants are put in positions where they may have to acknowledge the diversity of the group and have an opportunity to build the relationships with the others. Similarly, the valuing of ambivalence could be seen as key for creating opportunities to recognize opposing attitudes and feelings toward the others. However, it is important to note that although the CPP creates opportunities for children to engage with a diversity of perspectives there is no guarantee that this will lead to *respect* for cultural diversity, or, that the participants in CPP activities will reflect on their cultural prejudices. What is important is that the pedagogy provides opportunities for a diversity of perspectives to emerge and, thus, for the potential to help participants reflect on this diversity.

4.3.3. Care & Guidance and teaching offered by parents, professionals and other adults.

We argue that narrative teaching may contribute to the cultural identity development, because as the CPP research shows, the pedagogues became mediators of children's development (Lindqvist, 1996). The narrative approach to teaching encourages students to relate taught content to their own experience and to understand the experiences of others (Parish, 2012, p.4). CPP may provide children with the opportunity to live through the emotionally sensible topics and create the meaning of it together with the adults, while the participants chare the same experience of creating the story collectively.

Lindqvists offers an example that illustrates how the CPP supports narrative teaching: "during the course of the theme, I saw the pedagogues become someone in the eyes of the children. They turned into exciting and interesting people. In a way, assuming roles liberated the pedagogues by enabling them to step out of their 'teacher roles' and leave behind the institutional language which is a part of this role. The children were enticed into

the dialogue by the characters the adults dramatized and as a result, both children and adults shared a common playworld" (Lindqvist, 1996, p. 10).

4.3.4. Recognizing children's agency

The recognition and promotion of children's agency is one of the crucial condition for the DCI is also recognized and promoted by the CPP, as it is seen as a means for children to create a meaning from their actions. As we saw, a number of CPP studies (Rainio, 2007, 2008a 2009; Vuorinen & Hakkarainen, 2010; Hakkarainen, 2014) showed that children's agency is developed and promoted through participation in CPPs: Within the CPP the child is seen as an agent, someone who can take actions for himself. Giving children the opportunity to make and take these actions may lead to the creation of a supportive context for the development of cultural identity.

4.3.5. Building relationships with peers and adults.

As demonstrated in a number of CPP studies (Rainio, 2009; Rainio, 2008a; Rainio, 2007; Hakkarainen, 2004) children's development of relationships with peers and adults is an important outcome of participation in the CPP. The role of developing the relationships with peers and making friends is confirmed as the powerful condition for the cultural identity formation (Brooker & Woodhead, 2008).

5 Discussion

This systematic review aimed to identify and discuss the findings of the 12 international studies that are focused on implications of participation in the Creative Pedagogy of Play for the children and adults. Now that we have laid out the available evidence concerning the outcomes of participation in CPP, we wish to discuss in more depth if and how this evidence may be understood to create the potentially supportive conditions for the development of cultural identity using the Creative Pedagogy of Play.

From here on out we will refer to the five conditions proposed by Brooker and Woodhead (2008) for the DCI. Living through the diverse and multifaceted experience of the narrative worlds co-created by adults and children in CPP potentially provides participants the chance to develop new relationships in ways that they have not before. At the same time, opportunities are created for participants to engage with things they might be scared of, so when they have more agency, it becomes possible to acknowledge the fear,

the darkness, the unknown things. They can find out how to live with ambivalence, how to build solidarity and agency through embracing it, and how to meet with the stranger (in us, and in others) (Ferholt & Rainio, 2016, p 423).

When children have a strong cultural identity, they are well-placed to make social connections with others and develop a sense of belonging to their community, even if the community's cultures are different to their family culture (Brooker & Woodhead, 2008). As Brooker and Woodhead (2008) note, building relationship with peers is key to the DCI, and if one wants children to develop these relationships there should be a focus on creating more social inclusion in the environment.

Rainio's (2009, 2007, 2008a, 2008b) research, which focus on the promotion and recognition of children's agency, show how narrative activities that are part of the CPP give children more opportunities for participation and sense-making in their classroom activities. The phenomenon of pupil's agency in the classroom is a complex, multi-sided and contradictory process of interpersonal interaction as well as of mutual development of children and adult in the educational environment (Rainio, 2007).The recognition and promotion of children's agency is one of the crucial condition for the DCI as it is seen as a means for children to create a meaning from their actions. With the opportunity for children to make and take these actions, the supportive context for the DCI may appear.

Going into the Playwolrd both children and adults taking a chance to acknowledge the roles, new features of character, different heroes, that may guide them through the most challenging aspects of the new culture. Different obstacles may become easier to perceive and embrace if they are lived through in the safe playful environment, which is created with the care and guidance from the adults. It is an intuitive way of responding to the unknown, that the storyline brings up, combined with a meeting with different selves, dialogue and discussion with the others, that is connected to the acknowledging the respect to the diversities as the condition of the DCI. Children and adults meet each other in new roles, acknowledge the potential alternatives and can chose how to respond and take the response.

There is increasing recognition that children (and adults) negotiate multiple, shifting and sometimes competing identities, especially within complex, multi-ethnic and multicultural contexts (Brooker & Woodhead, 2008). We see this in Swedish educational settings where there is a paradox, that however the Swedish curriculum stands for the right of children to have their own cultural identity and to respect the different cultures in preschool, there are cultural traditions where the family comes from, that may not provide

the opportunity for the child's development of the multiple cultural identities. For example: when a child from a different cultural background meets the Swedish culture and values for the first time, there might appear contradictions with his own sense about his and/or other's cultural identities (e.g. attitude toward the codes of behavior, perception or roles in Swedish society, values of democracy and equality, perception of the gender roles in Swedish culture if the home culture is standing for the opposite values than the Swedish).

In early childhood education in Swedish context, teachers are seeking support – and also institutions that would like to support their teachers – in acknowledging and developing children's cultural identity (Sandström, 2010; Runfors, 2013) Given our review of the literature, one can ask the question if teachers thought that embracing ambivalence would help them to increase the number of their students who are generally engaged with classroom practices and generally experience a sense of belonging to their classroom community (Ferholt & Ranio, 2016).

Creating and sustaining the "figured world" of play and drama where the students can be the agents of change, could have potential for DCI due to significant benefits/implications of participation in Playworlds both for children and adults. However, there is another paradox that might appear when children and adults create this imaginary world related to if and how they introduce their values and beliefs into the activity. The teachers and children contribute their own interpretations and ways of dealing with different problems through live enactment of the story. But what happens when the teachers bring their own cultural prejudices into the Playworld?

On the other hand, Pedagogy of Play does not advocate explicitly to the multicultural identity issues, cultural background of the teachers, neither include the role of teachers as the direct "translators of culture" and parents as the contributors in a dialogue between home culture and preschool culture. Those attributes are the point of concern for the multicultural education according to Delpit (1988), but Playworld does not refer to them explicitly. However, given the outcomes we have identified in this review, it can be argued that the CPP does have the potential for addressing the concerns laid out by Delpit. For example building the world of fiction collectively, which integrates adults to play as equal partners, can produce results in play that are novel to both adults and children (Ferholt & Lecusay 2009)

Findings of Brooker (2006) suggest to take into account "the commitment of early childhood ideologies—and early childhood educators—to offering equality of opportunity

to their pupils and dismantling the prejudices of the wider society; and the complex and problematic interactions which exist between the discourses and practices of children's homes and schools" (Brooker, 2006). Therefore, the empirical research of the potential of the CPP is needed in resolving ambivalences and paradoxes concerning the cultural identity development.

Before concluding, we note particular limitations of this study. The limitations of the current systematic review mainly were connected to the strict inclusion and exclusion criteria, limited amount of literature for the research subject and having only one reviewer to conduct the study. The search of studies was not limited to the selected databases, since it has been considered that there is not enough literature that would contain the most relevant studies in the field of CPP. Additionally, there was no literature regarding cultural identity development of immigrant children by CPP, which was reducing the amount of studies for the review. In addition, systematic reviews are usually undertaken by more than one person, and the whole process including scanning, screening and quality assessment is done in a team in order to reduce bias (Jesson et al., 2013). However, the present systematic literature review was conducted by only one reviewer, there was a significant support and cooperation from the supervisor and course instructor, who set the direction for the research and gave recommendations. At this point it can be said, that the quality assessment could have increased the reliability of this study. However, the scoring of the quality assessment is based on the researcher's own judgment and there was no study excluded because of the quality. Also, considering that the researcher conducted this study during the master level, this review was conducted in a very limited time.

6. Conclusion

Increased cultural diversity throughout Sweden has put its educational institutions in a position where they have to be prepared to interact with the children and their families from diverse cultural backgrounds. We argued that there is a need to support the pedagogues, caretakers and educators in their attempt to create supportive conditions for the development of cultural identity in a Swedish context. In this study we surveyed research literature on the CPP, created by Lindqvist (1995), in order to examine the potential for this pedagogy to support the creation of environments to foster the cultural identity development of immigrant preschoolers in the Swedish context.

This study systematically reviewed corresponding literature concerning what are the developmental and social outcomes for children and adults of participation in activities

based on the CPP. The list of the explicit outcomes of participation in CPP includes *recognizing and promoting children's agency, emotional involvement ("perezhivanie" as lived through the play), building peer relationships, valuing ambivalence, narrative teaching and narrative learning.* We examined if and the extent to which these outcomes might support DCI when considered in relation to the conditions for supporting the development of cultural identity (Brooker & Woodhead, 2008) such as social inclusion, care, guidance and teaching offered by adults, respect for diversity, recognizing children's agency, and building relationships with peers.

Constructing and reconstructing of cultural identity is a dynamic process that is happening in children's everyday settings of the home, preschool and community, where the child is engaged into different relationships and multiple activities. Developmental science needs to develop a broader, interdisciplinary perspective for acknowledging the variations and consistencies across the cultural, ethnical identity in the process of child development, by CPP (Lindqvist, 1995). The theoretical foundation is particularly needed for investigating the potential of cultural identity development through the CPP in the Swedish context of early childhood education.

The CPP from Lindqvist (1995) might have a potential for the new perspective of dealing with cultural issues in the early childhood education, as through this pedagogy we have seen the connections between the developmental and social outcomes for children and adults of participation in activities based on the CPP, and the supportive conditions for DCI that could potentially benefit both for children and adult in the process of embracing the new culture. Thinking of the children and adults interacting in the imaginary worlds and thinking of these different conditions of DCI in joint adult-child imaginary world we can argue, that there are some engaging things that have to do with respecting one another, with care and guidance, with recognizing children's agency, developing the relationships with peers and adults. When adults consciously apply drama and literature, the children's play is affected and together children and adults develop culture (Lindqvist 1996).

In sum, despite the methodological issues and limitations of the current study, this particular systematic review brings the findings on the implications of participation in CPP for children and its potential support developing cultural identity in the Swedish context. These findings of systematic literature review should be considered as suggestive rather than conclusive as further empirical research is needed to deepen the knowledge of the role of CPP for creating the supportive conditions of the cultural identity development of immigrant children in Swedish preschool context.

In addition to the lack of research examining the relationship between CPP and DCI, no empirical research has been conducted regarding the role of the teachers as the "translators of culture" (Delpit, 1988) and contribution of parents into the dialogue between the home and preschool cultural contexts. There is a need for sustaining egalitarian and democratic environment in which children can enter this dialogue and have an opportunity to change the teachers mind, that has to do with equality and respecting diversity in the Playworld. This should particularly focus on the cultural values and background of teachers as the "translators of culture", and the role of parents in the intercultural dialogue between preschool and home cultural environment (Delpit, 1988).

This systematic review could be used for guiding further empirical research and practical fields in early childhood education concerning perspectives of the children's cultural identity development. Most importantly, this systematic review can help educators and researchers to raise awareness about the perspectives for implication of the Creative Pedagogy of Play, and help them to consider its outcomes while planning pedagogical activities and interventions.

7. Acknowledgements

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Appendix A

Table 1. *Definite inclusion and exclusion criteria.*

Inclusion criteria	Exclusion criteria
Population - Children between 0 and 8 years old - Immigrant children born in and /or out of host country, including refugee children - Children without any specific developmental, physical and/or psychosocial vulnerability	- Studies addressing the different age groups and/or do not give significant attention to the age group of interest. - Rural to urban immigrant populations - Children with additional developmental, physical and/or psychosocial vulnerability
Study focus - Focus on the Pedagogy of Play that address the development of child agency, narrative development, narrative learning, joint adult-child interaction - Cultural identity development	- Focus other than Pedagogy of Play
Methods and Research design - Quasi-experimental design - Empirical study - Qualitative or quantitative or mixed design - Case study - Ethnographic research	- Systematic reviews, other literature reviews, meta-analyses
Publication type - Articles published in English in peer-reviewed journals in the selected databases - Full text available online for free	- Grey literature (e.g. thesis, books, dissertations, abstracts, or other literature) - Articles on other language than English

Table 2. *Displaying the extraction protocol used throughout the selection process and the data analysis*

Data Extraction Protocol Used for Data Analysis	
General Information & Construct of the Study	Title of the study: Authors: Year of publish: Published Journal: Where the study took place: Study Aim: Research Questions: Hypothesizes:
Population & Sample	Number of participants: Age range and mean age of the participants: If it is a longitudinal study, what are the ages during data collection waves? How and where participants are recruited: Racial/ethnic/cultural background: Sampling Procedure:
Methodology and study design	How the Playworld is studied? Research Design (Quantitative, Qualitative, quazi-experimental, mixed method): Type of Study (E.g. longitudinal, comparative, case study etc.) Variables of study: Are there any measurements of moderating and/or mediating variables? If yes, write down: Are there any control variables? If yes, write down: Way of data collection and/or record (interview, survey, observation etc.): Name of the instrument used: Reliability coefficient of the instrument within the study: Ethical consideration:
Context	*Where the study took place (preschool, kindergarten, elementary school etc):*
Country of study	*Country, city:*
Analysis	Type of analysis conducted to measure regarding the benefits of participation in Playworld for children and adults
Findings and conclusion	Describe general findings of the study by focusing on benefits (and/or drawbacks) of participation in Playworlds for children and adults.

Appendix B

Table 1. *Displaying included studies with the identification numbers of the studies (INS) and countries where studies took place*

INS	Revieved study	Country of study
1	Ferholt, B., Rainio, A.P. (2016) Teacher support of student engagement in early childhood: embracing ambivalence through playworlds, Early Years, 36:4, 413-425	USA
2	Baumer,S., Ferholt , B., Lecusay, R (2005) Promoting narrative competence through adult-child joint pretense: Lessons from the Scandinavian educational practice of playworld, Cognitive Development 20, 576–590	USA
3	Vuorinen M.L., Hakkarainen, P. (2014) Preservice teaching practice in (preschool) narrative environment. Kul'turnoistoricheskaia psikhologiia [Culturalhistorical psychology], no. 1. P. 118—124	Finland
4	Rainio, A. P., (2009), Horses, girls, and agency: Gender in play pedagogy, Center for Activity, Development, and Learning (CRADLE), University of Helsinki	Finland
5	Ferholt, B., Lecusay, R. (2010) 'Adult and Child Development in the Zone of Proximal Development: Socratic Dialogue in a Playworld', Mind, Culture, and Activity, 17: 1, 59 — 83	USA
6	Rainio A.P. (2008) From Resistance to Involvement: Examining Agency and Control in a Playworld Activity, Mind, Culture, and Activity, 15:2, 115-140	Finland
7	Hakkarainen, P. (2010). Cultural-historical methodology of the study of human development in transitions. Cultural-historical Psychology, 4, 75–81	Finland
8	Fleer, M. (2017). Scientific Playworlds: A Model of Teaching Science in Play-Based Settings. *Research in Science Education*, 1-22	Australia
9	Rainio, A. P. (2008) Developing the Classroom as a "Figured World", J Educ Change 9: 357	Finland
10	Lindqvist, G. (2001): When Small Children Play: How adults dramatise and children create meaning, Early Years: An International Research Journal, 21:1, 7-14	Sweden
11	Lindqvist, G. (1996) The Aesthetics of Play. A Didactic Study of Play and Culture in Preschools, Early Years, 17:1, 6-11	Sweden
12	Rainio, A. P. (2007). Ghosts, bodyguards and fighting fillies: Manifestations of pupil agency in play pedagogy. ACTIO: International Journal for Human Activity Theory, 1, 149- 160.	Finland

Table 2. *Displaying the quality assessment tool used for determining the quality of the reviewed studies.*
Article publication and background
1. Peer review. Was the article published in a peer-reviewed journal? [1] Yes [0] No   2. Aim and research question(s). Where the aim and research question(s) clearly stated in the study? [2] Both the aim and research question(s) are stated clearly [1] The aim is stated clearly but there are no research question(s) stated in the article [0] There is no aim or research question(s) stated in the article
Population and Sample
3. Population. Does the population that was eligible to be selected for the study include the entire population of interest? Or, is the eligible population a selective subgroup of the population of interest? For example, are all the children in the nation eligible to be selected for the study (the entire population of interest)? Or, for example, were only children in New York City eligible to be selected for the study (a selective subgroup)? Or, were only children in one-day care center in New York City eligible to be selected (a very selective subgroup)? [2] Eligible population includes entire population of interest or a substantial portion of it [1] Population represents a limited, atypical, or selective subgroup of the population of interest [0] No definition of the population   4. Randomized Selection of Participants. Were study participants randomly selected for the study? Or, did study participants volunteer (nonrandom)? Or, were they located through specific organizations (nonrandom) or through acquaintances of the researchers (nonrandom)? [2] Random selection [1] Nonrandom selection [0] No description of the sample selection procedure
Methodology
5. Main variables or concepts. Are each of the main variables or concepts of interest described fully? Did the article contain sufficient information about how they acknowledged in Playworlds/Creative Pedagogy of Play? If so, was that information stated clearly [2] Accurately described and clear [1] Vague definition or not clear [0] No definition of main variables or concepts   6. Operationalization of concepts. Did the authors choose variables that make sense as good measures of the main concepts in the study? Have these variables been used in previous studies or are they an improvement over previous studies? [2] Key concepts are measured with variables that make sense. Or, variables have either been previously used in research or are improvements over previous measures. [1] Key concepts are measured with variables that do not make sense, and variables have not been used in previous research studies

[0] Variable operationalization is not discussed

7. Was the research design appropriate to address the aims of the research? Have the researchers discussed how they decided which method to use?

[2] Yes
[1] Not completely
[0] No information given

8. Was the data collected in a way that addressed the research issue? (If the setting for the data collection was justified? If it is clear how data were collected? If the researcher has justified the methods chosen? If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)? If methods were modified during the study? If so, has the researcher explained how and why? If the form of data is clear (e.g. tape recordings, video material, notes etc.)? If the researcher has discussed saturation of data?)

[2] Yes
[1] Not completely
[0] No information given

9. Has the relationship between researcher and participants been adequately considered? (If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location? Whether they considered the implications of any changes in the research design?)

[2] Yes
[1] Not completely
[0] No information given

10. Have ethical issues been taken into consideration? (If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)? If approval has been sought from the ethics committee?)

[2] Yes
[1] Not completely
[0] No information given

Analysis

11. Was the data analysis sufficiently rigorous? (If there is an in-depth description of the analysis process? If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process? If sufficient data are presented to support the findings? To

what extent contradictory data are taken into account? Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation?)

[2] Yes
[1] Not completely
[0] No information given

12. Is there a clear statement of findings? (If the findings are explicit? If there is adequate discussion of the evidence both for and against the researcher's arguments? If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)? If the findings are discussed in relation to the original research question?)

[2] Yes
[1] Not completely
[0] No information given

13. Is the research valuable? (If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature? If they identify new areas where research is necessary? If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used?)

[2] Yes
[1] Not completely
[0] No information given

Assessment of Quality High (26 to 33 points) Medium High (18 to 25 points) Medium Low (10 to 17 points) Low (0 to 9 points)	Reviewed studies by Study Identification number											
	1	2	3	4	5	6	7	8	9	10	11	12
Article Publication and Background												
1.Peer reviewed	1	1	1	1	1	1	1	1	1	1	1	1
2. Aim and research question	1	2	1	2	2	2	1	2	2	2	2	2
Population and Sample												
3.Population	1	1	1	1	1	1	1	2	1	1	1	1
4. Selection of Participants	1	1	1	1	1	1	1	1	1	1	1	1
Methodology												
5. Main Variables and Concepts	2	2	2	2	1	2	1	2	2	2	2	2
6. Operationalization of Concepts	2	2	2	2	2	2	2	2	2	2	2	2
7. Research design	2	2	2	2	2	2	1	2	2	2	2	2
8. Data collection	2	2	1	2	2	2	0	2	2	2	1	2
9. Relationship between researchers and participants	2	0	0	0	2	0	0	0	0	0	0	0
10. Ethical issues	0	1	0	0	1	0	0	2	0	0	0	2
Analysis												
11. Data analysis	2	2	2	2	2	2	1	2	2	1	1	2
12. Clear statement of findings	2	2	2	2	2	2	2	2	2	2	2	2
13. How valuable is research	2	2	1	2	2	2	2	2	1	2	2	2
Total Points	20	20	18	19	21	19	12	22	18	18	17	21
Note. See Appendix B. Table 1 for identification number of studies. The quality assessment tool can be found in Appendix B Table 2.												

Appendix C

Table 1 *displaying information about the studies of implications of participation in Playworld/ Creative Pedagogy of Play both for children and adults*

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
1	Ferholt, Rainio, (2016), USA	1-year period with 14 playworld sessions (2 hours each). 2004	Child's agency (meaningful engagement of child): how to build solidarity and agency through embracing ambivalence, and how to meet with the stranger (in us, and in others).	Ethnographic case study Sessions included reflection upon the enactments in the form of discussion, free play or art activities.	5- to 7-y.o children N=20	Kindergarten, 1 grade	Playworlds can provide support for early teachers' attempts to embrace ambivalence of students. Ambivalence is an important component of evolving process of personally meaningful engagement.
2	Baumer et.al. (2005), USA	1-year period with 14 playworld sessions (2 hours each). 2004	Development of narrative competence of children	Quazi-experimental design	5- to 7-y.o children N=20	Kindergarten, 1 grade	Playworld activity promote the narrative competence of the children: narrative comprehension and narrative production (length, linguistic

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
							complexity, narrative coherence) in the experimental and control groups
3	Vuorinen, Hakkarainen (2014), Finland	Weekly sessions for several weeks in 2010-2011	Narrative learning environment	Experimental projects

The planning of "adventures": 1.Story line events intertwined with learning problems and their dramatization

2.Reflecting on narrative sessions after adventure day | Early childhood N=11 | Kindergarten- 6 grade (preschool and elementary school) | Development of analytic problems solving

Study of main differences between traditional linear and narrative teaching model in 4 competence domains: focus on planning, coal definition, mastery of knowledge, mastery of didactic thinking.

Benefits for teacher competences from the model of narrative teaching. |

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
4	Rainio (2009), Finland	-	Development of student's agency from a gender perspective	Multidisciplinary empirical approach, ethnographic research project	7 y.o.	Elementary school	The girls were able: to become agentive players in the activity through questioning the gendered categories; to find a balance between their personal interests (interpreted as feminine) and social recognition (by searching for an active position in a characteristically masculine adventure).
5	Ferholt, Lecusay (2010), USA	-	explore conditions under which playworld activities create a zone of proximal development that fosters development in both adult and child.	Multidisciplinary empirical approach (2004) Examination of a discussion, regarding the conflict solution	5-7 N=20	K-1 classroom	unidirectional development of a child toward an adult stage of development and simultaneous development of adults, participating in the Zo-Ped with the child. Playworld foster the transition to more shared responsibility for directing dialogue (Socratic dialogue)

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
6	Rainio (2008a) Finland	-	Promoting student's agency: how to recognize resistance in daily activities and turn it into a positive force dilemmatic relation between agency and control	Empirical case study of the Narrative Playworld	7 y.o.	elementary school	ways of integration and understanding agency in school, both as individual development and as a discursively and socially constructed process, and as a negotiation of power and control. Conceptual and analytical tools for examining the potential that narrative learning settings provide for supporting children's engagement and development in classroom
7	Hakkarainen, (2010), Finland	-	Transitory activity system based on adults and children's joint fiction «playworlds» and «narrative learning»	Cultural historical methodology, Development oriented curriculum	4-8 y. o.	day care (4-5 y.o), kindergarten (6-7 y.o.) elementary school (1-2 Grades)	The transitory activity system creates a specific «social situation of development», which promotes children's elaboration of psychological tools.

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
							Intertwining realistic problem solving with fictive frame changes the traditional problem solving situation
8	Fleer, (2017) Australia	Building a Scientific narrative Playwolrd during 6 weeks	Promotion of scientific learning through imaginative play	Cultural-historical case study, video, interviews analysis	3.6-5.9 y o N=26	Preschool	The Scientific Playworld gives an approach to the teachers' for systematically teaching science concepts in play-based settings. An approach to teaching science which utilises imagination in play is something early childhood
9	Rainio, (2008b) Finland		The potentials and contradictions of a narrative playworld intervention focused on the adults' actions with the children	Empirical analysis, The playworld intervention	mixed-age elementary school classroom N=30	Elementary school	Playworld is understood as a collective imagined and materialized figured world, in which teachers can see themselves and the children through a different lens.. The adult's construction of the child is always at

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
							the same time her or his self-construction as an adult. As such, reciprocal development forms a starting point for sustainable change in educational practices. The main contradiction in the playworld for teachers was between keeping control and promoting student initiatives
10	Lindqvist, G. (2001) Sweden	-	Cultural aspect of play and how children create meaning in play and dialogue with adults	activity research & an educational experiment 1. Video-taping the planned dramatisations and children's play afterwards;	toddlers between 1-3 y.o.	Preschool	a cultural context encourages children to search for meaningful actions. Telling a story is the best way to provide children with a context and a whole new world.

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
				2. following the general development by: visiting each class regularly, keeping a journal; having talks with the children and the preschool teachers; 3. reading project reports from the staff			
11	Lindqvist, G. (1996) Sweden	12-month period project within the theme	Developing the potential ability of play to provide meaning	Didactic project	0-6 years old	The day-care centre	When adults consciously apply drama and literature, the children's play is affected and together children and adults develop culture.

INS	Study and Country	Length of the study	Research Aim	Study Design	Study sample	Setting	Findings
							Art and literature can give meaning to existence and the connections which exist between children's play and children's culture constitute a basis for a play pedagogic working method in preschools.
12	Rainio, (2007), Finland	three months in 2004	concept of pupil's agency in relation to learning in school	narrative-based methods, 3 cases study participation in a narrative classroom activity,	7 y.o

N=5 | 1st grade | participation and sense-making processes to the narrative activities of the class

the phenomenon of pupil's agency in the classroom is a complex, multi-sided and contradictory process of interpersonal interaction |