Tracey Joyce

PhD candidate,

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Current position

PhD candidate within the Move-play-explore in early childhood education (MoveEarly) Project in Western Norway University of Applied Sciences. – MoveEarly Project, a large research and development project aiming to develop and promote an early childhood education pedagogy having movement, play, and exploration as its core elements https://www.hvl.no/en/research/project/moveearly/

Research involves the creation of an age appropriate measurement instrument to capture movement competence and creativity for kindergarten aged children.

Qualifications:

2021– 2022 University of Dundee, Masters of Education, Early Education. Thesis; Is Play being Hijacked? A systematic review of literature exploring Early Years Professionals perceptions of play and how these impact on practice

2020- 2021 University of Dundee, Post Graduate Certificate, Academic Practice in Higher Education

2005-2008- University of Gloucestershire, Graduate Diploma in Playwork

1991-1992, University of Edinburgh, MSc Degree Health Education/Health Promotion, Thesis; Let's talk about sex, The effectiveness of peer education in sexual health education with young people.

1987-1991, Jordanhill College of Education, Glasgow, Bachelor of Arts Degree, Sport in the Community

Publications;

Joyce, T., McKenzie, M., Lindsay, A. & Asi, D. (2023) 'Don't call it a workforce, call it a profession!': Perceptions of Scottish early years professionals on their roles from past to future, Education 3-13, DOI: 10.1080/03004279.2023.2203166

https://www.tandfonline.com/doi/full/10.1080/03004279.2023.2203166

Asi, D., & Joyce, T. (2023). Diversity in the classroom: how teacher perceptions and teacher-child interactions matter. In J. Chitiyo, & Z. Pietrantoni (Eds.), Social Justice and Culturally-Affirming Education in K-12 Settings (pp. 250-264). IGI Global. https://doi.org/10.4018/978-1-6684-6386-4.ch012

https://discovery.dundee.ac.uk/ws/portalfiles/portal/92959948/Author_Accepted_Manu.pdf