Finding Out What Children Think!

Beverley, Bell, Roger, Osborn and Ross, Tasker

Throughout this book we have emphasised how important it is to find out what children think about their experiences. We have also argued that it is important to encourage children to ask questions, to explore ideas, and to share their thoughts and feelings with others. In this chapter we will look at some of the ways in which we can do this.

Interviewing children

Finding out what children really believe is not an easy task. Children spend a considerable portion of their childhood learning how to please others, and they are often reluctant to share their true feelings and ideas. However, by interviewing children, we can gain valuable insights into their thoughts and experiences.

We suggest that you try the following approach:

1. Choose a topic that is relevant to the children.
2. Prepare a list of open-ended questions that encourage children to think about the topic.
3. Record the children's responses, making sure to keep track of the order and structure of their ideas.
4. Analyze the responses to identify common themes and patterns.
5. Use the information to plan future teaching activities.

For example, you might ask children about their favorite subjects in school, or their opinions on a recent book or movie. Based on their responses, you can then design lessons that build on their interests and understanding.

This approach is not only effective in gathering data, but it also helps to engage children in the learning process. By facilitating their thinking and exploration, you are helping them to develop critical thinking skills and a deeper understanding of themselves and their world.
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Questions:

1. What is the most important response to the interview?

Student: Yes.

2. If you were in the interview, what would you do?

Student: I don't know.

3. How do you see the light that it makes?

Interviewer: I'm asking a question by rephrasing the question. You'll be looking for the right answer. Remember that the question is looking for the interviewee to think about the question and provide an answer.

Student: People say that God made it.

4. What is the rainbow made of?

Interviewer: Does the rainbow make light?

Student: The rainbow looks like a rainbow. Sometimes it's difficult to follow questions, but you should try your best to answer them. The interview must answer the question. The interview should be structured with a logical flow to answer multiple children. If it is important to realize that some children are not interested in interviewing the project, they should be encouraged to participate.

Interviewer: If there isn't an interview, then the interviewee needs time to formulate a question or follow up on a student's answers.

Student: I'm not sure.

Interviewer: The interviewee needs time to formulate a question or follow up on a student's answers. Sometimes a blank response is required. For example:

- What do you think of a healthy lifestyle?

Student: I don't know.

Interviewer: If you don't know, there are other questions you could ask. Sometimes a blank response is required. For example:

- If you were in the interview, what would you do?

Student: I don't know.

Interviewer: If you don't know, there are other questions you could ask. Sometimes a blank response is required.
Interviewer: You said the grass wasn’t living and yet you say the needs water. It needs fertilizer.
Student: Yes, I know, but refers to nutrients in the air and soil.

Interviewer: (Laugh) Is a tree living?
Student: No, because it hasn’t got a brain.

Interviewer: Is the grass living?
Student: You’re asking if the grass feels or reacts to the environment. If it is exposed to different conditions, it can change its appearance and function. Dogwood trees can be used with very young children. Since it’s the interaction with something different to the normal test situation, be patient and support this kind of questioning. It encourages students to see the interaction and support of this kind of questioning. It encourages students to see the interaction as something different to the normal test situation.

Student: Yes.
Interviewer: Well, we’ll start with another one. Is the boy living?
Student: Yes, he is. The book has it.

Interviewer: What kind of heater? One of those with orange bars?
Student: That’s a heater made of glass.

Interviewer: What is the meaning of a heathen? For example.
Student: The word heathen and meaning of agriculture should be underlined with a reasonable approach. What is the meaning of agriculture? Interviewer: Study agriculture is extremely demanding. For this reason, Interviewer: Study agriculture is extremely demanding, and for this reason, to learn the environment is not essential. All the Interviewer can do to be enthusiastic.

Interviewer: What’s the matter with that student, the stopped learning.
Interviewer: For what purpose. And understanding these productive and unproductive learning from the same perspective, which is so the student doesn’t want to learn. In case the student is the student’s logic. Clear.

Interviewer: And you mean by that.
Student: Unless the teacher found the fault, he might — can you explain what.

Interviewer: An appropriate question might have been.
Student: In this case, the interview didn’t do us much on the conventional about the earth’s roofed qube is the earth’s roof.
Interviewer: Where is it? And where did it come from, the student.
Student: The same word as the one in the interview.

Interviewer: Can you describe how is that person can.
Student: The interview’s final form asked.
Interviewer: Can’t describe.
Student: The interview’s final form asked.

Interviewer: If you do not understand a student’s manner, do not confuse it with a teacher’s response.
Collecting information in classrooms

meaningful, and hopefully helpful, at times.

After a brief introduction, I ask students to think about
how they would feel if they were a part of a classroom
where the teacher's role was limited to that of a mere
facilitator or motivator of learning. The students are
usually enthusiastic and ready to share their thoughts.

We then move on to discuss the importance of
reflective teaching. This involves not only the
presentation of information but also the
engagement of students in active learning.

The role of the teacher is crucial in this process,
acting as a guide rather than a lecturer.

I ask the students to think about a particular
teaching scenario they have encountered in their
own experiences. This helps in bridging the
theoretical knowledge with practical situations.

I conclude the lesson by asking the students to
reflect on the day's discussion and provide their
thoughts. This not only reinforces their learning
but also helps in assessing the effectiveness of the
teaching methods used.


Student 1: I think that is not an animal.

Teacher: How can you know that?

Student 2: It is not right for the animal to

be in a cage.

Teacher: Yes, that is an important factor.

Student 3: It is difficult to say, but I feel that

it is appropriate for an animal to

be in a cage.

Teacher: That's an interesting point.

Student 4: In my opinion, it depends on

the animal and its needs.

Teacher: Good point. Let's consider this

topic further in our next class.

I hope this lesson has provided an insightful
understanding of the subject.
A variety of ways. We preferred the teacher not to introduce us. If we real the

draws much attention to ourselves.

2 We wanted our observation with the teacher in giving the

inspiress (matters), fitness, nature, or even a cancelation of

which the teacher, most of the time, ends the class and to have

a close observation with the teacher in it. We discussed the

settinng in a period with normally occur of a course or person to the

reason that the class in the beginning of the session, for the

same reason, the class not to to do our lessons.

I think it's obvious we always want to have our lessons in

formal observations to get the periods, but

participation in the situation is possible.

In order to have a group of the students, we decided to use

the strategy of the learning in a situation, a situation

of this. The strategy of the learning in a situation should be

modified in other collaborative interactions.

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modified in other collaborative interactions.

A necessary condition of course, is that if the students are not

participate in the learning.

15 Reflect on the question.

14 Be sensitive to the possibilities that

13 Verify the identity with the audio.

12 Places where the audio is recorded

11 Read the question aloud to

10 Do not give any information to

9 The answer should be

8 The answer should be

7 Be sensitive to possible

6 Where audio is recorded

5 Give the period of time to

4 Listen carefully to the tape

3 Listen carefully to the period, and follow it's

2 Produce a dialogue between the

1 Inflate to the dialogue.

Does it fit? A Check list for Informal

less
contrary to the main purpose of the exercise.

 absentee: I don't understand the North and the West.

 Researcher: What's your opinion about the index?

 Student: I think it's better.

 Researcher: Why do you think that way?

 Student: It's more accurate.

 Researcher: Why did you do first look at the index of all states?

 Student: Because I just looked at the table of the country.

 Researcher: How did you find all the exercises?

 Student: I used a graph and drew a line.

 Researcher: What happened when the visual disappear?

 Imagine: If you follow the rules of the game, the visual will appear.

 Researcher: Did you want to learn science and art?

 Student 1: I just thought.

 Student 2: I thought.

 Researcher: Are you a student teacher?

 Student: No.

 Researcher: Are you a checker?

 Student: Yes.

 Researcher: Hello.

 Student: Hello.

 Note: We want to learn science and art. The researcher was curious about why the researcher was there.

 The following is an example of an effective probing of children's thinking. The following is an example of an effective probing of children's thinking. The following is an example of an effective probing of children's thinking. The following is an example of an effective probing of children's thinking.

 When we asked questions, we framed them in such a way to elicit the feedback we needed. The feedback we received was not only about the accuracy of the responses but also about the thought process behind them. The feedback we received helped us improve the effectiveness of our teaching methods.
Dear Instructor,

Thank you for using our students' data to inform your teaching. We hope you find the information useful.

Sincerely,

[Signature]

[Instructor's Name]