



Transfer Project Participation Monitoring

Can the tool be used to monitor participation to get children talking about participation in their everyday school life?

Conversation about selected example cases from the instrument in small groups (4 children)
Documentation through photos and film
Evaluation through MAXQDA

Repeated use of the instrument with a selected group of children:
16 children from various schools and classes in afterschool day-care

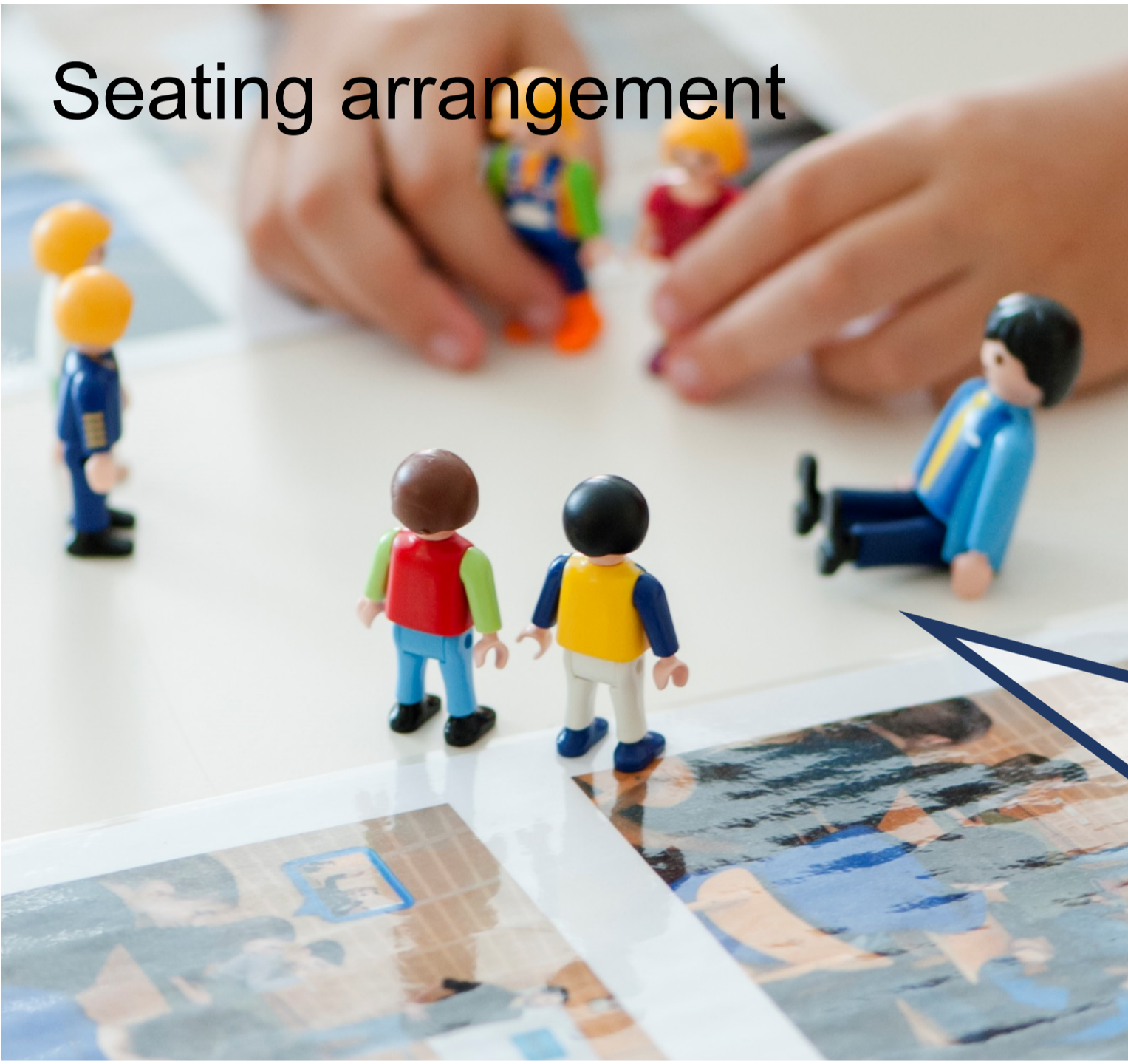
Rules
Interviewer: Do you think it's good when children make up rules for themselves? Is that a good thing?
Child G: Yes, it is. Because then there are fewer arguments at school.
Interviewer: Aha. And what do you think, child H?
Child H: Good.
Interviewer: Good. Child I?
Child I: Um, good.
Interviewer: Also good! And you, child K?
Child K: Good.

Rules



Interviewer: Not. Okay. So, did you come up with the solution with or without the teacher's help?
Child A: Without.
Interviewer: Without? Did you solve the problem among yourselves then?
Child A: Yes.
Interviewer: Yes?
Child A: Because nobody was allowed to interfere, because we said (muffled)
Interviewer: Mmm, so you didn't resolve the argument?
Child A: We did solve the problem because we didn't simply carrying on arguing but said we would rather avoid each other so that it didn't get any worse. And now we are friends again.

Seating arrangement



Arguments



Interviewer: What do you notice about the two stories? (.) Yes, Child A?
Child A: He's mean in this one and nice in that one.
Interviewer: Why is he mean in this one and nice in that one?
Child A: Because he immediately said no and then said that he would decide. And in the other story he was totally nice because he said we would discuss it together.
Interviewer: Mm-hm (affirmative).
Child A: He didn't say: "No, I'll decide that" for example.
Interviewer: So you think it's better if the pupils and the teacher decide together?
Child A: Mm-hm (affirmative).
Interviewer: Yes? And why do you think that?
Child A: Because it's somehow fairer.

Arguments



Child A: But I think it's better if the children organize things themselves.
Interviewer: If the children organize things themselves, without the teacher?
Child A: Yes.
Interviewer: And why do you think that's better, child A?
Child A: Because the teacher has so much to do anyway, and then on top of everything else he has to sort out something that's unnecessary. Even though the children could also sort it out by themselves.

Chores



Interviewer: Don't you have that at school? Like, pegs on certain services.
Child G: Yes, I do.
Interviewer: And what do you have there?
Kind G: Nothing.
Interviewer: You don't have anything, but you used to have something, didn't you?
Kind G: (sighs) That's really stressful: CLEANING SERVICE.
Interviewer: Ah, Child G, you've had cleaning service before.
Child G: That was so stressful. (sighs) I hate it.
Interviewer: And who decided that you were on cleaning duty?
Child G: The teachers.

Chores

Interviewer: Is that a difference? (.) So what is it like in your class?
What is it like in your P.E. class (to child J) ?
Child J: The teachers can decide what we do.
Interviewer: The teacher decides. Child M, how about you?
Child M: Okay, we both do P.E. at the same time, so yes.
Interviewer: Okay, alright. Child L, how about you? Who decides what you do in P.E.?
Child L: Both.
Interviewer: Are the children allowed to decide too? (Child L nods) And how does that work? How do they do it? (...) Does the teacher ask the children? (Child L nods). Mmm. And he doesn't ask the children in your class?
Interviewer: How does Mrs. X (pedagogical specialist for sports in after-school care) do it in the gym?
Child J: She on Tuesday, on Tuesday on on, I can't talk anymore. Um, on Tuesdays, she can decide and on Thursdays, the children can decide.

Miriam Maier (BA thesis): "Easy as Pie" Participation – Practical Testing of the Participation Monitor

Sports

