CONSULTING CHILDREN’S THOUGHTS ABOUT THEIR LEARNING EXPERIENCES IN PE: ANALYSIS OF THE DRAW, WRITE, AND TELL METHOD

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Introduction

It is relatively difficult for teachers/researchers to capture children’s perceptions about how they perceive their learning within PE settings. Additionally, little is known about the ways in which children think how they learn in physical education classes (Koekoek, Knoppers, & Stegeman, 2009). Currently, researchers seek to enter children’s experiences by the use of innovative qualitative methods such as focus groups and drawings. Data collection, which consists of drawings, written explanations, and conversations (defined as draw, write, and tell), provides a rich source of information about children’s perceptions in learning (Bland, 2012).

With the use of a social constructivist perspective (Rovegno & Dolly, 2006), the purpose of this study was to explore the contribution of the draw, write, and tell method in assessing how children verbalize and think about learning and performing assigned tasks during PE-classes.

Methodology

Grounded theory
Glaser & Strauss, 1967)

Results

In-depth interviews based on semi-structured topics and questions and the use of the draw and write/tell technique elicited relevant information about topics.

Study 1

N=29 (primary & secondary school
11 interviews (one-on-one; drawings & focusgroups)
Focus: finding a way to elicit children’s perceptions of learning tasks

Study 2

N=25 (first year secondary school)
8 focusgroups; draw, write & tell (Koekoek & Knoppers, 2009)
Focus: perceptions of learning a 6 week TGfU baseball unit

Study 3

N=101 (primary & secondary school)
14 draw, write, and tell (Koekoek & Knoppers, 2009)
Focus: The social context and gender differences in learning tasks

Study 4

N=57 (first year secondary school)
12 focusgroups; draw, write & tell (Koekoek & Knoppers, 2009)
Focus: perceptions of the use of technology in learning tasks

Discussion

1. The drawing of a picture may enable children to talk about their thoughts and feelings more so than solely being interviewed by a researcher
2. Children’s drawings may an indication of their prior ideas and perspectives of learning tasks and act as a cue for discussion.
3. Children’s perceptions of learning tasks in PE is socially influenced by making meaning within the context of grouping, friends etc.

References


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