

# 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).

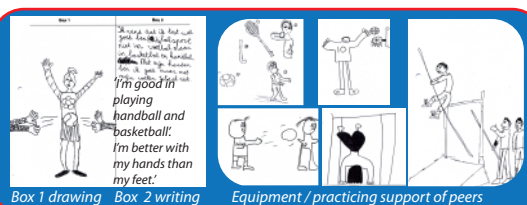
With the use of a social constructivist perspective (Rovegno & Dolly, 2006), the purpose of this study was to explore the contribution of the draw, write, and tell method in assessing how children verbalize and think about learning and performing assigned tasks during PE-classes.

## Methodology

**Grounded theory**  
Glaser & Strauss, 1967)

### 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



## Results

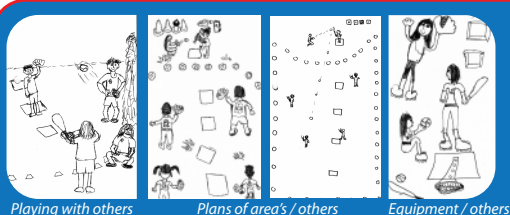
In-depth interviews based on semi-structured topics and questions and the use of the draw and write/tell technique elicited relevant information about topics.

**Themes** (Koekoek, Knoppers, & Stegeman, 2009)

- Experience of the learning process in perspective of:
- the task (how children think they learn)
  - the cooperation with others (the social context & gender)
  - the input of the teacher

### Study 2

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

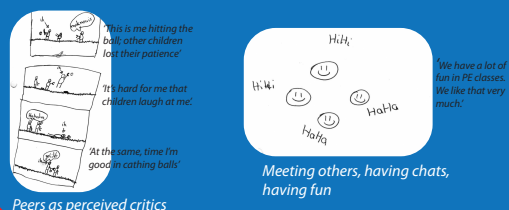


**Themes** (Koekoek & Knoppers, 2013)

- Peers as necessary collaborators
- Friends as supporters and distractors
- Peers as perceived critics

### 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

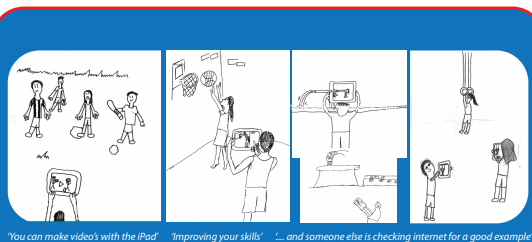


**Themes** (Koekoek & Knoppers, in progress)

- The stereotyping of grouping and participating on learning
- The value-free and unbiased role of classmates

### 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



**Themes**

- Analyzing clips of own skills and learning from mistakes
- Embarrassment for showing low skills on video in public



## Discussion

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

## References

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