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| **Data Record/Research Journal** | | | | | | | | |
| **Identifiers** | | | | | | | | |
| Date & Time | | 29 Jan 2013; 09:46 – 10:15 | | | Place | My School Elementary  Room 21B | | |
| Type | | Interview | | | Sequence | SS.I.1 | | |
| Recorder | | Don Adams | | | Coding | Reflection | | |
| Individuals | | Sam Student | | |  |  | | |
| Purpose | | This interview was conducted to collect some first-hand information in preparation for a literature review on the topic. | | | | | | |
| Background | | Sam attends Kindergarten where I am the teacher. Sam was interviewed alone in the classroom while the rest of the class was attending music. We sat kitty-corner at a student table. I had a list of prepared questions. I prepared written notes which were used to prepare this paraphrase of the interview. | | | | | | |
| **Running Record** | | | | | | | | |
| Description | | | | | Notes | | | |
|  | Question 1: How do you know when you are good at something?  Question 2: What are you good at?  Question 3: How do you know you are good at \_\_\_\_\_?  Question 4: How would I know you are good at \_\_\_\_\_?  Question 5: If you wanted to get better at \_\_\_\_\_, what would you do?  Question 6: How can someone learn to \_\_\_\_\_?  A discussion was held about what I was learning in school and my interest in understanding more about how children think. Sam smiled when I asked if he would like to talk about this and assented to the interview. | | | |  | | | |
|  | **Sam** | | | **Don** | | | | Notes/Reflection |
| **1** |  | | | **How do you know when you are good at something?** | | | |  |
| **2** | **‘Cos you practice…your brain tells you** | | |  | | | |  |
| **3** |  | | | **How does it tell you?** | | | |  |
| **4** | **‘Cos when you think.** | | |  | | | |  |
| **5** |  | | | **What are you good at?** | | | |  |
| **6** | **Reading and Lego. I’m pretty good at those. I practise at my house…’cos I practise…it’s important** | | |  | | | |  |
| **7** |  | | | **How is practice important?** | | | |  |
| **8** | **‘Cos then you can get good at it.** | | |  | | | |  |
| **9** |  | | | **How does that work?** | | | |  |
| **10** | **I watch my dad. Then John, he built it…** | | |  | | | |  |
| **11** |  | | |  | | | | Sam stopped for a moment and then in an aside said… |
| **12** | **<John is my cousin>** | | |  | | | |  |
| **13** | **Then I could build it.** | | |  | | | |  |
| **14** |  | | |  | | | | Was Sam considering my point of view and filling in background information to help me understand? I wish I had asked about this! |
| **15** |  | | | **How would I know you are good at Lego?** | | | |  |
| **16** | **‘Cos I practice** | | |  | | | |  |
| **17** |  | | |  | | | | I wondered about my choice of words as it seemed Sam was telling a lot about why he was good at Lego - practice |
| **18** |  | | | **How does practice help you?** | | | |  |
| **19** | **I think about all sorts of ideas so I can build something…all sorts of cool things you can make…** | | |  | | | |  |
| **20** |  | | |  | | | | Was Sam was starting to talk more about thinking? |
| **21** |  | | | **What would I see that told me you are good at Lego?** | | | |  |
| **22** | **Building Lego…making something cool** | | |  | | | |  |
| **23** |  | | |  | | | | I decided to follow Sam’s lead, let the interview flow and use his language to ask follow-up questions |
| **24** |  | | | **How do you know when something is cool?** | | | |  |
| **25** | **Watch Dad…practise…I get the pieces to do it.** | | |  | | | |  |
| **26** |  | | | **How do you know what to build? What is cool and what isn’t cool?** | | | |  |
| **27** | **Like rockets and big eye balls…I don’t have theses** | | |  | | | |  |
| **28** |  | | | **If you wanted me to build something cool, what should I build?** | | | |  |
| **29** | **Rocket…you can hold it and play with it…you can break it up and play again…you might add more stuff** | | |  | | | |  |
| **30** |  | | |  | | | | It felt like time to focus a bit more. |
|  |  | | | **When I watch you, sometimes it looks like you think you have done I good job…..** | | | |  |
| **31** | **My brain can tell me…May brain says that’s very good.** | | |  | | | |  |
| **32** |  | | | **Do you hear the words?** | | | |  |
| **33** | **No…my thinking…I can feel it.** | | |  | | | |  |
| **34** |  | | | **What does it feel like?** | | | |  |
| **35** | **It feels just fine…okay…it doesn’t hurt anything.** | | |  | | | |  |
| **36** |  | | |  | | | | Sounds like refection to me! |
| **37** |  | | | **Doesn’t hurt anything?** | | | |  |
| **38** | **No** | | |  | | | |  |
| **39** |  | | | **You?** | | | |  |
| **40** | **No** | | |  | | | |  |
| **41** |  | | |  | | | | I wanted to know more about this feeling. |
| **42** |  | | | **Is there something I can do get that feeling?** | | | |  |
| **43** | **(No response)** | | |  | | | |  |
| **44** |  | | | **Do you know when I am doing a good job?** | | | |  |
| **45** | **I can see you doing a good job.** | | |  | | | |  |
| **46** |  | | | **What do you see?** | | | |  |
| **47** | **Doing good things, having fun, being nice?** | | |  | | | |  |
| **48** |  | | | **Is it the same for you?** | | | |  |
| **49** |  | | |  | | | | A closed question…not my best! |
| **50** | **Yes…tho’ when I am tired, my brain is tired** | | |  | | | |  |
| **51** |  | | | **Tired about doing a good job?** | | | |  |
| **52** | **I get sleepy and my brain is yawning.** | | |  | | | |  |
| **53** |  | | | **Let’s talk amore about the good feeling? Is it happy or sad?** | | | |  |
| **54** | **Happy.** | | |  | | | |  |
| **55** |  | | | **You like it or don’t like it?** | | | |  |
| **56** | **Like it.** | | |  | | | |  |
| **57** |  | | | **Do you want to feel it again?** | | | |  |
| **58** | **Yes** | | |  | | | |  |
| **59** |  | | |  | | | | I thought I’d try to focus the discussion on learning. |
| **60** |  | | | **Is there something is school that makes you feel this way.** | | | |  |
| **61** | **Playing the snowman game. I like centers ‘cos sitting on the carpet isn’t fun!** | | |  | | | |  |
| **62** |  | | |  | | | | I may need to revamp my program…. |
| **63** |  | | | **Do fun and learning go together?** | | | |  |
| **64** | **Yes…fun can help you learn stuff** | | |  | | | |  |
| **65** |  | | | **How** | | | |  |
| **66** | **By practising.** | | |  | | | |  |
| **67** |  | | |  | | | | Yikes…how did I get here again…I need to work on my questioning |
| **68** |  | | | **How does fun go with practising?** | | | |  |
| **69** | **Fun is fun! You can make lots and lots. I like fun stuff ‘cos you’re already good at it.** | | |  | | | |  |
| **70** |  | | | **Like what** | | | |  |
| **71** | **Riding my bike..it’s fun!** | | |  | | | |  |
| **72** |  | | | **What about when you fall off?** | | | |  |
| **73** | **Someone will help me. I practice. I did my breaks. I kept trying. I take off the training wheels…pretty wobbly at first…then I was good…I like it** | | |  | | | |  |
| **74** |  | | | **Sounds kind of hard…why did you practice?** | | | |  |
| **75** | **Then you can do it...then you feel happy?** | | |  | | | |  |
| **76** |  | | |  | | | | Are we still focused on Sam’s ideas or is he beginning to tell me what I want to hear…time to wrap this up…so I went with a very direct question… |
| **77** |  | | | **Sam, some people think little kids just do things and don’t think about what they are doing. What do you think?** | | | |  |
| **78** | **I think and do. That’s how you can do more things. I think about my bike. I think about my pedals. I think about my breaks?** | | |  | | | |  |
| **79** |  | | |  | | | | And I think….. |
| **80** |  | | | **And what does that do?** | | | |  |
| **81** | **Then I get better and I stop thinking about it.** | | |  | | | |  |
| **82** |  | | |  | | | | And I think… we have finally arrived at reflection and metacognition about learning |
| **Analysis** | | | | | | | | |
| Low Significance | | | Moderate Significance | | | | High Significance | |
| No evidence of reflection | | | Suggests reflection | | | | Displays reflection | |
| **How do you know when you are good at something?** SS.I.1.1 | | |  | | | |  | |
|  | | | **‘Cos you practice…your brain tells you** SS.I.1.2 | | | |  | |
| **How does it tell you?** SS.I.1.3 | | |  | | | |  | |
|  | | | **‘Cos when you think.** SS.I.1.4 | | | |  | |
| **What are you good at?** SS.I.1.5 | | |  | | | |  | |
| **Reading and Lego. I’m pretty good at those. I practise at my house…** SS.I.1.6a | | | **’cos I practise…it’s important** SS.I.1.6b | | | |  | |
| **How is practice important?** SS.I.1.7 | | |  | | | |  | |
|  | | | **‘Cos then you can get good at it.** SS.I.1.8 | | | |  | |
| **How does that work?** SS.I.1.9 | | |  | | | |  | |
|  | | | **I watch my dad. Then John, he built it…** SS.I.1.10 | | | |  | |
|  | | |  | | | | Sam stopped for a moment and then in an aside said… SS.I.1.11 | |
|  | | |  | | | | **<John is my cousin>** SS.I.1.12 | |
|  | | | **Then I could build it.**SS.I.1.13 | | | |  | |
|  | | |  | | | | Was Sam considering my point of view and filling in background information to help me understand? I wish I had asked about this! SS.I.1.14 | |
| **How would I know you are good at Lego?** SS.I.1.15 | | |  | | | |  | |
| **‘Cos I practice** SS.I.1.16 | | |  | | | |  | |
| I wondered about my choice of words as it seemed Sam was telling a lot about why he was good at Lego - practice SS.I.1.17 | | |  | | | |  | |
| **How does practice help you?** SS.I.1.18 | | |  | | | |  | |
|  | | | **I think about all sorts of ideas so I can build something…all sorts of cool things you can make…** SS.I.1.19 | | | |  | |
|  | | |  | | | | Was Sam was starting to talk more about thinking? SS.I.1.20 | |
| **What would I see that told me you are good at Lego?** SS.I.1.21 | | |  | | | |  | |
| **Building Lego…making something cool** SS.I.1.22 | | |  | | | |  | |
| I decided to follow Sam’s lead, let the interview flow and use his language to ask follow-up questions SS.I.1.23 | | |  | | | |  | |
| **How do you know when something is cool?** SS.I.1.24 | | |  | | | |  | |
| **Watch Dad…practise…I get the pieces to do it.** SS.I.1.25 | | |  | | | |  | |
| **How do you know what to build? What is cool and what isn’t cool?** SS.I.1.26 | | |  | | | |  | |
| **Like rockets and big eye balls…I don’t have theses** SS.I.1.27 | | |  | | | |  | |
| **If you wanted me to build something cool, what should I build?** SS.I.1.28 | | |  | | | |  | |
|  | | | **Rocket…you can hold it and play with it…you can break it up and play again…you might add more stuff** SS.I.1.29 | | | |  | |
| It felt like time to focus a bit more. SS.I.1.30 | | |  | | | |  | |
| **When I watch you, sometimes it looks like you think you have done I good job…..** SS.I.1.31 | | |  | | | |  | |
|  | | |  | | | | **My brain can tell me…May brain says that’s very good.** SS.I.1.32 | |
| **Do you hear the words?** SS.I.1.33 | | |  | | | |  | |
|  | | |  | | | | **No…my thinking…I can feel it.** SS.I.1.34 | |
| **What does it feel like?** SS.I.1.34 | | |  | | | |  | |
|  | | |  | | | | **It feels just fine…okay…it doesn’t hurt anything.** SS.I.1.35 | |
| **Doesn’t hurt anything?** SS.I.1.36 | | |  | | | |  | |
|  | | |  | | | | Sounds like refection to me! SS.I.1.37 | |
| **No** SS.I.1.38 | | |  | | | |  | |
| **You?** SS.I.1.39 | | |  | | | |  | |
| **No** SS.I.1.40 | | |  | | | |  | |
| I wanted to know more about this feeling. SS.I.1.41 | | |  | | | |  | |
| **Is there something I can do get that feeling?** SS.I.1.42 | | |  | | | |  | |
| **(No response)** SS.I.1.43 | | |  | | | |  | |
| **Do you know when I am doing a good job?** SS.I.1.44 | | |  | | | |  | |
| **I can see you doing a good job.** SS.I.1.45 | | |  | | | |  | |
| **What do you see?** SS.I.1.46 | | |  | | | |  | |
| **Doing good things, having fun, being nice?** SS.I.1.47 | | |  | | | |  | |
| **Is it the same for you?** SS.I.1.48 | | |  | | | |  | |
| A closed question…not my best! SS.I.1.49 | | |  | | | |  | |
|  | | | **Yes…tho’ when I am tired, my brain is tired** SS.I.1.50 | | | |  | |
| **Tired about doing a good job?** SS.I.1.51 | | |  | | | |  | |
|  | | | **I get sleepy and my brain is yawning.** SS.I.1.52 | | | |  | |
| **Let’s talk amore about the good feeling? Is it happy or sad?** SS.I.1.53 | | |  | | | |  | |
| **Happy.** SS.I.1.54 | | |  | | | |  | |
| **You like it or don’t like it?** SS.I.1.55 | | |  | | | |  | |
| **Like it.** SS.I.1.56 | | |  | | | |  | |
| **Do you want to feel it again?** SS.I.1.57 | | |  | | | |  | |
| **Yes** SS.I.1.58 | | |  | | | |  | |
| I thought I’d try to focus the discussion on learning. SS.I.1.59 | | |  | | | |  | |
| **Is there something is school that makes you feel this way.** SS.I.1.60 | | |  | | | |  | |
|  | | | **Playing the snowman game. I like centers ‘cos sitting on the carpet isn’t fun!** SS.I.1.61 | | | |  | |
| I may need to revamp my program…. SS.I.1.62 | | |  | | | |  | |
| **Do fun and learning go together?** SS.I.1.63 | | |  | | | |  | |
| **Yes…fun can help you learn stuff** SS.I.1.64 | | |  | | | |  | |
| **How** SS.I.1.65 | | |  | | | |  | |
| **By practising.** SS.I.1.66 | | |  | | | |  | |
| Yikes…how did I get here again…I need to work on my questioning SS.I.1.67 | | |  | | | |  | |
| **How does fun go with practising?** SS.I.1.68 | | |  | | | |  | |
| **Fun is fun! You can make lots and lots. I like fun stuff ‘cos you’re already good at it.** SS.I.1.69 | | |  | | | |  | |
| **Like what** SS.I.1.70 | | |  | | | |  | |
| **Riding my bike..it’s fun!** SS.I.1.71 | | |  | | | |  | |
| **What about when you fall off?** SS.I.1.72 | | |  | | | |  | |
|  | | |  | | | | **Someone will help me. I practice. I did my breaks. I kept trying. I take off the training wheels…pretty wobbly at first…then I was good…I like it** SS.I.1.73 | |
| **Sounds kind of hard…why did you practice?** SS.I.1.74 | | |  | | | |  | |
| **Then you can do it...then you feel happy?** SS.I.1.75 | | |  | | | |  | |
| Are we still focused on Sam’s ideas or is he beginning to tell me what I want to hear…time to wrap this up…so I went with a very direct question… SS.I.1.76 | | |  | | | |  | |
| **Sam, some people think little kids just do things and don’t think about what they are doing. What do you think?** SS.I.1.77 | | |  | | | |  | |
|  | | |  | | | | **I think and do. That’s how you can do more things. I think about my bike. I think about my pedals. I think about my breaks?** SS.I.1.78 | |
| And I think….. SS.I.1.79 | | |  | | | |  | |
| **And what does that do?** SS.I.1.80 | | |  | | | |  | |
|  | | |  | | | | **Then I get better and I stop thinking about it.** SS.I.1.81 | |
|  | | |  | | | | And I think… we have finally arrived at reflection and metacognition about learning SS.I.1.82 | |
| **Reflection & Interpretation** | | | | | | | | |
| **Credibility**  These notes include information about the circumstances of the interview and, while its content has not been corroborated by another observer, it is based on first-hand observation. While Sam seemed comfortable during the interview, I regularly talk to my students about their learning, I was aware of my role as Sam’s teacher and avoided asking leading questions. I wanted Sam’s voice to be evident in the interview.  **Reflection & Interpretation**  *Is my research question still answerable and worth answering?*  Yes.  It is my belief that young children engage in reflection and metacognition. These processes are a fundamental part of the Planning, Doing, and Reflecting learning cycle and underlie the development and use of mPortfolios. The kind of interaction between a teacher and a student, evident in this interview, is a key to their successful implementation.    *Is my data collection technique catching the kind of data I want and filtering out the data I don’t?*  Yes.  I did collect some first-hand data about reflection in young children. Sam showed the ability to reflect and to think about thinking. He provided an explanation about someone’s identity when he thought I needed it. He could tell me what he was good at and how he knew he was good at it. Clearly Sam could talk about the need to think when he learned to ride his bike and how he didn’t need to think once he had learned how. It was my impression that Sam’s level of reflection depended upon what we were talking about. It seemed that it was easier for him to reflect about something he did rather than something he thought about.  Yes, but…  I am aware that I need to return to the literature on this topic. I want to know more about: the  types of metacognition, the developmental stages of metacognition, how to measure and understand metacognition, and how to stimulate metacognition and reflection in young children. I need to develop an ear for reflection and more solid criteria for sorting and making sense of the evidence I collect. The work of other researchers may help me define what  evidence is significant, as would more data from more interviews, and what evidence is required to truly support my assertion that young children can engage in metacognition and reflection.  Before conducting my actual research, I would practice the process to become a more proficient and reliable interviewer. | | | | | | | | |