

PLAN OF IMPLEMENTATION OF DIRECT EVALUATION OF RADIOPHONE FAIRY TALES – in kindergarten

Listening to the radiophone fairy tale is done twice – in two consecutive weeks.

1. Preparing the appropriate listening environment (children sit/lie on the floor, appropriate ambient lighting, preliminary playback sound level test, preparation of camera position, etc.).
2. Motivation to listen to a radiophone fairy tale (student's address).
3. Listen directly to the fairy tale :
 - the students observe the response of the children while listening and record the general impression (form),
 - if necessary stop the recording (unruly children), otherwise the fairy tale is fully listened to without interrupting,
 - after completing the fairy tale, they announce further work with the children.
4. Week 1:
 - Children are invited to express their own impressions of the work they listen to (arranged at the playground so that they do not see the products of other children. The student monitors their work, and between 10 and 15 minutes, the bell rings to announce the end of the activity).
 - The student discusses with each child what the drawing shows, in a withdrawn corner of the playground and conducts an interview. He records the conversation on his phone and announces the name of the child with whom he will run the interview before each conversation).
5. Week 2: The listening process up to and including point 3 shall be repeated. After the conclusion of the fairy tale:
 - The student performs an interview with each child separately in the withdrawn corner of the playground. He records the conversation on his phone and announces the name of the child with whom he will run the interview before each conversation. During interviews, other children play or draw independently – free activity).
6. Each student copies oral responses to their group of children in a descriptive form in a special form.
7. The students conduct informal conversations with child educators after the first and second weeks. Take note of the feedback: whether the children mentioned a fairy tale, whether they wanted to listen to the fairy tale again, and what they (didn't) like.

INDIRECT EVALUATION – viewing videos

The first and second listening to radiophone fairy tales is recorded with a video camera. A group of students view, analyse and evaluate only the second listening. The behaviour of each child is assessed by 4 evaluators using pre-designed observation schemes.

SAMPLE AND PROCEDURE SURVEY

We will perform four different fairy tales in four different units of kindergartens. The study will include 4 groups of children: cca. up to 20 children per group, up to 80 children in total.

We will conduct the interview two times, after the first and second listening. We're going to do it together: 160 interviews (up to 80 after the first listen and up to 80 after the second listen to the fairy tale).

The stories and interviews will be conducted by two students. Each student interviews are transcended into a textual record in a separate form.

1 – 2 educators will give feedback and formations in the context of informal conversations (the students record them in a special form).

RESEARCH INSTRUMENTS

- Child drawings,
- Interviews with children,
- Video analysis,
- Informal conversations with educators,
- Student feedback (general impression).