

Researcher's name: _____

1. What is our research question?

Does a toddler understand the explanation from a child from grade 4-6 or from another toddler better?

2. How does this research fit the theme of the project?

This question is about whether children from around the same age or children from different ages understand each other better. Understanding each other depends on the ways people communicate with each other, and therefore it fits the theme of the project.

3. What do we think will be the answer to the research question? And why do we think this will be the answer?

[Researchers call this a 'hypothesis']

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4. Which persons or what materials are we researching?

Children from kindergarten and children from grade 4-6

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5. What is it that we will measure exactly?

[Measuring can mean: measuring length, distance or weight.

Measuring can also mean: asking people in your research the same question and comparing the answers.]

We will measure the speed at which a toddler guesses a concept when it is explained by another toddler and the speed at which a toddler guesses a concept when it is explained by a child from grade 4-6.

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6. In what way will we do the measuring?

[For example with a test, with a question or with interviews]

One by one, we will let a group of toddlers listen to an explanation given by another toddler. A different group of toddlers will listen, also one by one, to an explanation given by a child from grade 4-6. We will measure whether the average speed of guessing the concept is quicker with the explanation of another toddler or the explanation of a child from grade 4-6.

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7. How many times or with how many people do we need to repeat our measuring to really know the answer to the question?

We will let at least ten toddlers listen to the explanation of another toddler and at least ten other toddlers listen to the explanation of a child from grade 4-6.

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8. How will we record the results while we conduct our research?

[For example: make a table, keep a tally or write down the answers.]

Per explanation we will keep track how long it takes for the word to be guesed. We write down the results in two tables, one table for the explanation of the toddler and one table for the explanation of the child from grade 4-6. In every table we write down per toddler how long it takes to guess the concept. Eventually we calculate the average time per table. This way we can decide which explanation is guesed more quickly, the one from the toddler or the one from the child from grade 4-6.

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9. What should stay the same in our research and what should change?

The same:

- The concepts that have to be guesed
- The children that explain the concepts
- The way the concepts are explained

Different:

- The age of the children that have to explain the concepts
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10. Make a plan: when will you do the different research activities.

Activiteit:	Plaats/locatie:	Dag:	Tijd:

11. What help and which materials do we need?

- Stopwatch
- List with concepts
- 20 toddlers who listen to the explanations
- One toddler and one child from grade 4-6 to explain the concept
- A pen and two tables to write down the times.

12. From whom do we need permission, apart from the teacher?

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13. Who will do what in preparation and conducting our research?

Naam:	Taken:	Wanneer af:
