

Showcase Graduation Project

A tested vision for the development of a child participation toolkit for the SWKGroep



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Designing a child participation toolkit for the SWKGroep
17-08-2020
Design for Interaction

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Vision

Based on result from user-testing, my vision for designing a child participation toolkit, made for the context of SWKGroep is designing tools based on the theory of Contextmapping, the theory of Multiple Intelligences and visualizing through explanation cards.

By doing so, the tools will help discovering the wants and needs of the children at the after school child care, they will support the Pedagogical Employees in, independently, doing this form of participation and make sure that all children are involved and are able to discover and articulate their latent knowledge.

Contextmapping theory

The theory of Contextmapping will support the children in, step by step, discovering and articulating their latent knowledge by thinking back about their experiences and reflecting on it.

Thinking back and reflection will take place during a generative session, in this case the participation session. This session needs to be prepared and afterwards the results need to be analyzed. (Kistemaker S., n.d.)

Explanation Cards

By visualizing the tools through explanation cards, the Pedagogical Employees are supported throughout the whole process.

The Pre-made tools support them in the preparation, the explanation cards support them during the session and the cards will highlight where to pay extra attention to while making notes, this will support them in getting valuable results for analyzing.

Theory of Multiple Intelligences

Gardner's theory of Multiple Intelligences is a good approach for involving all children in the participation sessions.

This theory states that every child has all intelligences as shown in the Figure below. However not every intelligence has the same strength for every child. E.g. some children could be better in expressing themselves visually instead of verbal. This is different for every child and therefore, to include all children, the exercises should focus on different intelligences so the different children can express themselves in different ways. (Brualdi Timminns, 1996)



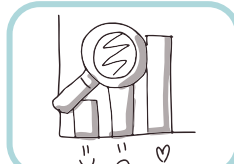
Prepare

During the preparation, the topic of research is defined and generative tools and/or a generative session is prepared.



Generative Session

During the generative session, tools are used to let the participants think back about their experiences and, step by step, let them reflect on these experiences. In doing so they can discover their latent knowledge and the tools will help them articulate this knowledge.



Analyze

The results retrieved from the generative session can be analyzed in order to make the latent knowledge explicit and use it for follow-up steps.



Linguistic Intelligence

Children are good in expressing themselves through language. This could for example be by talking or writing.



Musical Intelligence

Children are good in expressing themselves musically. This could for example be by writing a song or playing music to remember things or express how they feel.



Spatial Intelligence

Children are good in expressing themselves visually. This could for example be by painting, crafting or building things.



Logical Mathematical Intelligence

Children are good in expressing themselves logically. This could for example be by giving arguments, having discussions or finding patterns.



Bodily Kinesthetic Intelligence

Children are good in expressing themselves physically. This could for example be through acting or dancing.



Interpersonal Intelligence

Children are good at understanding and interacting with other children.



Intrapersonal Intelligence

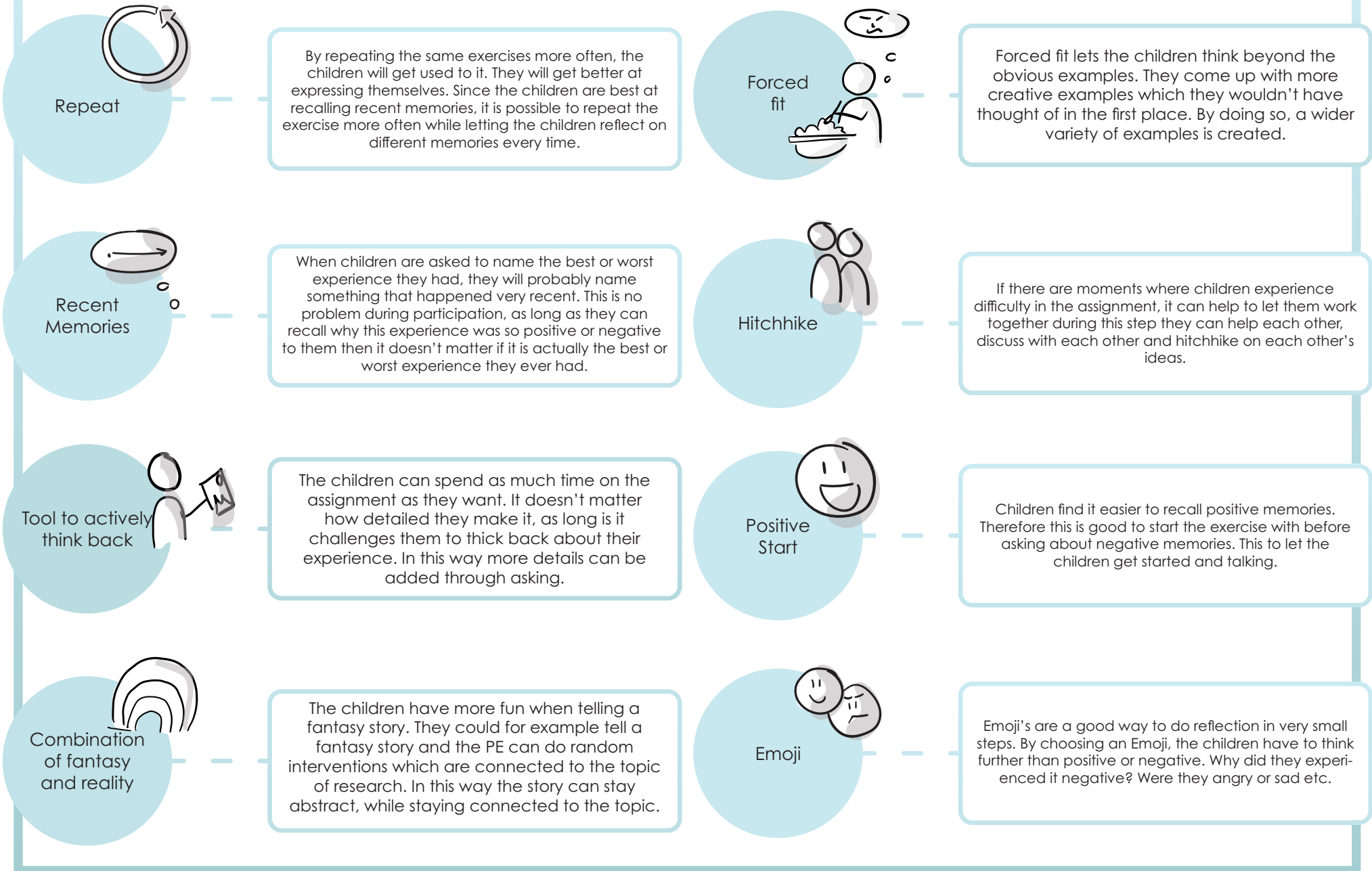
Children are good at understanding themselves and reflecting on themselves and their skills.

When using this approach in the development of the participation tools, several conditions should be kept in mind. Besides these conditions, also interesting opportunities were discovered during user-testing which are valuable to use during ideation. The following pages provide an overview of these insights,

Brualdi Timminns, A. C. (1996). Multiple Intelligences: Gardner's Theory. Practical Assessment, Research, and Evaluation, 5(10). Retrieved from <https://doi.org/10.7275/7251-ea02>

Kistemaker, S. (n.d.). Context mapping in de praktijk. Retrieved from <https://studiolab.ide.tudelft.nl/studiolab/contextmapping/files/2013/01/R19-body.pdf>

Insights: Contextmapping theory 1/3



Insights: Contextmapping theory 2/3

In someone else's shoes



The children don't necessarily need to have experienced the situation to reflect on it. If they can imagine it good enough, it is already enough to reflect on it. Therefore it is possible to let the children reflect on the story from someone else's perspective. Also by being another character, it is easier to say what they think.

Open notation sheet



It is good to guide the PE in note taking. However, when the notation sheet is too fixed, it causes problems when the exercise is done a bit different. The sheet should guide the PE in what to pay attention to, but should not be completely fixed.

Own Tempo



By letting the children do the assignment at their own tempo, all children could think of an example. Also the children who were a bit younger and found it more difficult, managed to come up with an example. They could do the second part of the assignment on another day.

Notation Sheet



Having a notation sheet helps the PE in quickly making notes. Also, it supports the PE in what kind of information they should take notes of.

Challenge to Empathize



By having the different characters, the children are challenged to empathize with others and think how someone else would feel or what they would do in this situation. This supports them to think beyond the obvious and gives interesting insights in how they think others would behave.

Busy



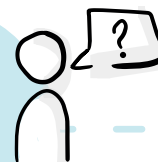
right after the afternoon activities, the PE are busy with children who are being picked up and cleaning everything up. Therefore there is no time to do the analysis right after the participation session.

Guided Freedom



It is nice if the children start to talk more freely, in this way it doesn't feel like an assignment to them anymore. By still having something to trigger the topic of the assignment again, the PE can use this when the conversation is going too much of topic.

Let others guess



Letting the children guess each others story was a good addition. The children who guessed got more enthusiastic about watching, whereas the children who were acting really liked that the others would guess what they did. Also this provided a great opportunity for the PE to take notes and hear the story another time.

Insights: Contextmapping theory 3/3

Analysis in between



When children show their work in between, there are still multiple moments where the PE has to wait. These moments can be used to do initial analysis already. This can be a quick analysis, just to make sure they do it when all their insights are still fresh.

Growing Information over time



Not all results have to be useful directly. Also partly useful results can, over time, grow to a valuable set of results which then can be analyzed.

Time for Notes



The notes taken during the participation assignment are very important. Therefore, the PE should get sufficient time during the session to take notes and it should not be rushed.

Guiding Questions



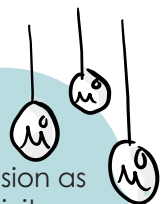
Giving the PE questions they can ask during the participation helps them to gather interesting insights. However it is better to give a direction in questions instead of formulating full questions. In this way the PE can ask the question that fits best within the context.

Taking notes at multiple moments



Some children are very enthusiastic about what they made and want to show it often to the PE. This are good moments to already start making notes, since the children are excited to talk about their work. In this way not all children have to discuss their creations at the same time.

Discussion as activity



The discussion can be made into a separate activity. E.g.: the PE could hang the different example situations in the BSO. During the eating moment the children can pick one and discuss it. They can continue if they want. Also the information can be added and extend over time.

Insights: Explanation Cards

Main steps



When keeping the card clean and minimize the amount of info it is easy to quickly read through the card and have a good idea of what to do.

Overview



It is important that all important information is printed on the same side in order to get a clear overview.

Pictures



Including pictures onto the explanation sheet will help to quickly get an overview of how the test set-up will look like.

Examples



The examples are a good addition in order to get a better understanding of what exactly is meant at every step.

Verbal Explanation



Children prefer verbal explanation over explanation cards. They will ask for further explanation without reading the card. Also, verbal explanation provides the children with the opportunity to ask questions.

Important Information



It is better to have less info, but important info on the card. If you want to include too much info, it will not be read and therefore have the opposite effect.

Highlight Information



It was clear for the PE where to pay attention to during the performances, the EC helped in pointing this out.

Complexity



The card shouldn't be too complex. It should be easy to remember, so the PE can explain it to the children without actually having to use the card during the explanation. This will make sure the explanation goes smoothly.

Insights: Theory of Multiple Intelligences

Every child is different and therefore it is important to have a varied toolkit, which has its focus on different intelligences/skills. However, also every individual tool should not be focused on just one intelligence. There are different ways to approach this.

1. Several versions of the same tool, every version focusing on another Intelligence or skill. The different variations can be done at the same day or distributed over several days, in this way the child can choose the one they want to participate in. E.g. on Monday there is an activity involving acting. Tuesday there is the same assignment, but now instead of acting the children can do drawing.
2. One tool on which all children will work on the same time, but within the assignment there is the possibility to choose which Intelligences/ skills to use. E.g. at one point during the assignment the children need to share a positive experience. The children can choose themselves how they want to do this, some might tell it while others create a comic strip.
3. When there is an assignment that specifically makes use of 1 Intelligence/ skill then it is important that the children have freedom in how to apply this. E.g. if all children are asked to make a comic strip, then the main focus is on drawing. However, the children can choose if they add details in the drawing itself or maybe write text in it or if they just want to talk to support their drawings.
4. If it is a group assignment, there is also the possibility to use different Intelligences throughout the assignment. In this way the children can choose at which moments they want to contribute. E.g. the first part of the assignment is focusing more on drawing and the second part is focusing more on acting. Now the child can put more effort into the parts they like the most and as a group there will be put effort into every part.

In this way the children get the opportunity to choose to express themselves in a way which they feel most confident with, which they are best at or what they simply enjoy the most.

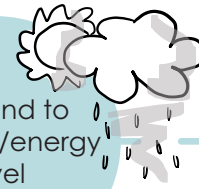
Insights: Toolkit in general 1/3

Guidance



Giving guidance to the children helps them to think in a specific direction. However, giving too much guidance works demotivation, the children want to choose themselves how much effort they put into the assignment.

Respond to weather/energy level



Having tools for different situations makes it possible for the PE to choose a suiting tool. For example based on the energy level of the children or the weather outside.

Personal Stories



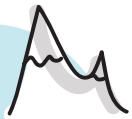
A good way to avoid peer pressure is by asking the children for personal stories/experiences. The children like to share their own stories and therefore will not copy each other's stories.

Multiple days/weeks



Not every child has to do all assignments exactly at the same time. The BSO offers the opportunity to spread it over multiple days, in this way the children don't have to wait on each other.

Icebreaker



There are some Intelligences/skills which are enjoyed by all children. These can be used as icebreakers to get all children involved and excited about the assignment.

Personal Characters



By letting the children create personal characters, also interesting insights can be collected. What characteristics or tools do they give to the character and why did they do this? This can be done both through acting or in the puppet show.

Conquer



When you want children to use specific elements, it works to let them conquer them instead of assigning them. When they conquered it themselves they will be happy with it and it doesn't really matter what the others have.

Waiting



To keep the children motivated it is important that they don't have to wait a lot in between the exercises. When this happens they start to get bored or annoyed and don't want to continue later on anymore.

Insights: Toolkit in general 2/3

Conversation Starter



The tool doesn't necessarily have to lead the whole assignment. If the tool can start conversations which lead to natural talks about the topic, this would be a great way of doing the participation.

Discussing



By letting the children work individually, they can all work on their own story. However, by placing them together at one table causes them to discuss with each other and tell about their stories to the other. This is a opportunity for the PE to start making notes already.

Recognizable Elements



Children will get more motivated for the assignment if it contains elements they recognize and have a positive association with.

Provoke Variation



When you want more variation in e.g. the kind of stories, it helps the children to have this variation more tangible. So for example having the different emotions/characters/etc. tangible in the room helps the children to see if there is one thing they are still missing out.

Group Divisions



The PE knows the children very good and therefore they also know which children are good at working together or who might need more help. This kind of knowledge can be used when making the groups. E.g. give extra attention to the child who needs more help or put them in a group with children who don't need help.

Same level



The children felt more confident to talk when sitting in a circle instead of standing. This is less intimidating for them.

Everyone gets to speak



By doing the assignment individual and letting the children come to the PE the moment they are finished, made sure that all children had a conversation with the PE. Also the shy children who didn't like to speak in the group could have a chat with the PE.

Responding



Some children find it easier to respond on someone else's story rather than starting to tell a story themselves. By having this opportunity, also the shy children are more willing to join the conversation, by responding on someone else's story.

Insights: Toolkit in general 3/3

Character
Props



Different props can be used to help children express their thought e.g. connecting them to different characters etc. If the props would be used more often, the children will get used to them and it will become easier to use them.