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## Exploring young children's voices

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# Appendix D

## Research Quality Trail

### Materials in Behalf of the Research Process Procedure

Materials	Date	Description
Start documents	03.07	Introduction letter primary schools to participate in research (case study 1)
	03.07	Concept letter to all the parents of the children in the classroom of the focal child (case study 1)
	03.07	Program of activities in the week of observations in school (version 1) and interview guides focal child, parents, and teachers case study 1 (version 1)
	05.07	Interview guides parents and teachers case study 1 (version 2)
	09.08	Introduction letter primary schools to participate in research (case studies 2-3)
	09.08	Concept letter to all the parents in the classroom of the focal children (case studies 2-3)
	10.08	Program of activities in the week of observations in school (version 1), and explanation activity with a disposal photo camera
	10.08	Questionnaires small group conversations (photographs and propositions) case studies 2-5 (version 2)
	10.08	Interview guide small group conversations case studies 2-5 (version 2)
	10.08	Program of activities in the week of observations in school (version 3), and explanation activity with a disposal photo camera
	10.08	Questionnaires small group conversations (photographs and propositions) case studies 2-5 (version 3)
	10.08	Interview guide small group conversations case studies 2-5 (version 3)
	11.08	Interview guides parents and teachers case study 1 (version 3)
	01.09	Email to parents and teachers focal children in case studies 2 and 3: request signature after reading the transcribed interviews
	01.09	Introduction letter primary school focal children case studies 4 and 5, including research aim and outline of the research
	03.09	Concept letter to all the parents of the children in the classroom of the focal children (case studies 4-5)
	03.09	Concept letter to the parents of the intended focal children in the case studies 4 and 5

		05.09	Concept letter to parents and teachers focal children in case studies 4 and 5: request signature after reading the transcribed interviews
<b>Raw data</b>			
C.1.	Tom	06.07	Transcriptions of the observations and video recordings
		10.07	Analysis on the level of catchwords and characteristics by hand (interview and play area)
		10.07	Table classification of characteristics by hand (version 0)
		04.09	Coding transcriptions observations, play and interview, in software program Kwalitan (version 1)
		11.09	Coding transcriptions observations, play and interview, in software program Kwalitan (version 2)
		11.09	Frequency file of all attributed codes in all segments, in Kwalitan
		11.09	Frequency matrix codes x codes, in Kwalitan
		11.09	Filtering of attributed codes in all segments, in Kwalitan
		12.10	Coding transcriptions observations, play and interview, in Kwalitan (version 3)
		01.12	Coding transcriptions observations, play and interview, in Kwalitan (version 4)
		03.12	Tables percentages of attributed codes in the different settings: observations, play and interview
		03.12	Filtering of segments based on the different codes, in Kwalitan
		04.12	Tables with content inventory per attributed code per setting: observations, play and interview
		06.12	Frequency matrix codes x segments, in Kwalitan
		10.12	Diagrams codes x codes within and among settings: observations, play and interview
	Tom's mother	06.07	Transcription of the audio recorded interview
		10.07	Analysis on the level of catchwords and characteristics by hand
		10.07	Table classification of characteristics by hand (version 0)
		01.14	Coding transcription interview, in Kwalitan (version 5)
		03.14	Inventory numbers of attributed codes, in Kwalitan
		03.14	Table percentages attributed codes, in Kwalitan
		04.14	Filtering segments based on the different codes, in Kwalitan
		04.14	Tables with content inventory per attributed code
	Tom's teacher: Tessa	06.07	Transcription of the audio recorded interview
		10.07	Analysis on the level of catchwords and characteristics by hand
		10.07	Table classification of characteristics by hand (version 0)
		01.14	Coding transcription interview, in Kwalitan (version 5)
		03.14	Inventory numbers of attributed codes in Kwalitan
		03.14	Table percentages of attributed codes
		04.14	Filtering of segments based on the different codes, in Kwalitan

		05.14	Tables with content inventory per attributed code
C.2.	Irfan	01.09	Transcriptions observations and video recordings
		07.09	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 2)
		09.09	Filtering of segments based on the different attributed codes, in Kwalitan
		11.09	Frequency matrix codes x segments, in Kwalitan
		05.11	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 4)
		02.12	Tables percentages codes in each setting: observations – photographs, in Kwalitan
		06.12	Filtering of segments based on the different attributed codes, in Kwalitan
		06.12	Tables with content inventory per code per setting: observations – photographs, in Kwalitan
		07.12	Frequency matrix codes x segments, in Kwalitan
		10.12	Diagrams codes x codes within and among settings: observations – photographs
	Irfan's parents	11.08	Transcription of the audio recorded interview
		07.09	Coding transcription interview, in Kwalitan (version 2)
		09.09	Filtering of segments based on the different attributed codes, in Kwalitan
		10.13	Coding transcriptions interview, in Kwalitan (version 5)
		10.13	Inventory numbers of attributed codes, in Kwalitan
		10.13	Table percentages of attributed codes
		11.13	Filtering of segments based on the different codes, in Kwalitan
		12.13	Tables with content inventory for each attributed code per parent
C.3.	Margareta	01.09	Transcriptions observations and video recordings
		07.09	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 2)
		09.09	Filtering of segments based on the different attributed codes, in Kwalitan
		11.09	Frequency matrix codes x segments, in Kwalitan
		05.11	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 4)
		03.12	Tables percentages codes in each setting: observations – photographs, in Kwalitan
		10.12	Diagrams codes x codes within and among settings: observations – photographs
		11.12	Filtering of segments based on the different codes, in Kwalitan
		11.12	Tables with content inventory per attributed code per setting: observations – photographs, in Kwalitan

		11.12	Frequency matrices codes x segments and codes x codes, in Kwalitan
	Margareta's parents	01.09	Transcription of the audio recorded interview
		08.09	Coding transcription interview, in Kwalitan (version 2)
		09.09	Filtering of segments based on the different attributed codes, in Kwalitan
		09.13	Coding transcription interview, in Kwalitan (version 5)
		10.13	Inventory numbers of attributed codes in segments, in Kwalitan
		10.13	Frequency matrices codes x segments and codes x codes, in Kwalitan
		10.13	Tables percentages attributed codes in the interview
		02.14	Filtering of segments based on the different codes, in Kwalitan
		02.14	Tables with content inventory per attributed code per parent
C.2.-C.3.	Irfan's and Margareta's teacher:Jona	01.09	Transcription of the audio recorded interview
		07.09	Coding transcription interview, in Kwalitan (version 2)
		09.09	Filtering of segments based on the different attributed codes, in Kwalitan
		10.13	Coding transcription interview, in Kwalitan (version 5)
		10.13	Table percentages attributed codes in the interview
		10.13	Filtering of segments based on the different codes, in Kwalitan
		01.14	Tables with content inventory per attributed code
	Irfan's and Margareta's teacher:Mandy	11.08	Transcription of the audio recorded interview
		10.13	Coding transcription interview, in Kwalitan (version 5)
		10.13	Inventory numbers of attributed codes in segments, in Kwalitan
		10.13	Table percentages attributed codes in the interview
		10.13	Filtering of segments based on the different codes, in Kwalitan
		12.13	Tables with content inventory per attributed code
C.4.	Lennart	03.09	Transcriptions observations and video recordings
		07.10	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 3)
		08.10	Coding transcriptions video's (play area, propositions, interview) by external researcher 1, by hand
		10.10	Coding transcriptions video's (play area, propositions, interview) by external researcher 2, by hand
		05.11	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 4)
		06.11	Coding transcriptions video's (propositions, interview) by external researcher 1, by hand
		06.11	Coding transcriptions video's (propositions, interview) by external researcher 2, by hand
		03.12	Tables percentages codes in each setting: observations – photographs, in Kwalitan

		08.12	Filtering of segments based on the different codes, in Kwalitan
		09.12	Tables with content inventory per attributed code per setting: observations – photographs, in Kwalitan
		10.12	Diagrams codes x codes within and among settings: observations – photographs
	Lennart's parents	05.09	Transcription of the audio recorded interview
		05.13	Coding transcription interview, in Kwalitan (version 5)
		05.13	Inventory numbers of attributed codes in segments, in Kwalitan
		05.13	Tables percentages attributed codes in the interview
		05.13	Filtering of segments based on the different codes, in Kwalitan
		05.13	Frequency matrices codes x segments and codes x codes, in Kwalitan
		06.13	Tables with content inventory per attributed code per parent
C.4.	Bernadette	03.09	Transcriptions observations and video recordings
		07.10	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 3)
		08.10	Coding transcriptions video's (play area, propositions, interview) by external researcher 1, by hand
		10.10	Coding transcriptions video's (play area, propositions, interview) by external researcher 2, by hand
		05.11	Coding transcriptions observations, play, propositions, interview, photographs, in Kwalitan (version 4)
		06.11	Coding transcriptions video's (play area) by external researcher 1, by hand
		06.11	Coding transcriptions video's (play area) by external researcher 2, by hand
		03.12	Tables percentages codes in each setting: observations – photographs, in Kwalitan
		10.12	Filtering of segments based on the different codes, in Kwalitan
		10.12	Frequency matrices codes x segments and codes x codes, in Kwalitan
		10.12	Tables with content inventory per attributed code per setting: observations – photographs, in Kwalitan
		10.12	Table codes x catch words per setting: observations – photographs
		10.12	Frequency matrix codes x codes, organized in line with the coding system
		10.12	Diagrams codes x codes within and among settings: observations – photographs
		01.13	Table with indicators, conation and properties in the paradigm case
	Bernadette's parents	06.09	Transcription of the audio recorded interview
		04.13	Coding transcription interview, in Kwalitan (version 5)
		05.13	Tables percentages attributed codes in the interview

## Appendices

		05.13	Filtering of segments based on the different codes, in Kwalitan
		05.13	Frequency matrices codes x segments and codes x codes, in Kwalitan
		10.13	Tables with content inventory per attributed code per parent
C.4.-C.5.	Lennart's and Bernadette's teacher: Cecile	03.09	Transcription of the audio recorded interview
		06.13	Coding transcription interview, in Kwalitan (version 5)
		07.13	Inventory numbers of attributed codes in segments, in Kwalitan
		07.13	Table percentages attributed codes in the interview
		07.13	Filtering of segments based on the different codes, in Kwalitan
		07.13	Frequency matrices codes x segments and codes x codes, in Kwalitan
		09.13	Tables with content inventory per attributed code
	Lennart's and Bernadette's teacher: Magda	06.09	Transcription of the audio recorded interview
		06.13	Coding transcription interview, in Kwalitan (version 5)
		06.13	Inventory numbers of attributed codes in segments, in Kwalitan
		06.13	Table percentages attributed codes in the interview
		06.13	Filtering of segments based on the different codes, in Kwalitan
		06.13	Tables with content inventory per attributed code
		07.13	Frequency matrices codes x segments and codes x codes, in Kwalitan
<b>Process documents</b>		07.06	Literature Study
		07/09.07	Accountability research method
		10.07	Explanation classification characteristics in coding (version 0)
		11.07	Adjusted research plan
		01.08	Recommendations follow-up research, based on the results of the exploratory study
<b>Processed data</b>		08.08	Table of categories and characteristics for coding (version 0)
		04.09	Memo with definitions of concepts used for data analysis (version 1)
		04.09	Coding system (version 1)
		06.09	Design analysis framework and composition of elements for coding (version 1)
		09.09	Design analysis framework and analysis approach, coding system (version 2)
		09.09	Memo with definitions of concepts used for data analysis (version 2)
		09.10	Instruction for external coders (version 1) using the coding system (version 3)
		10.09	Memo with definitions of concepts used for data analysis (version 3)
		05.10	Memo with definitions of concepts used for data analysis (version 4)
		09.10	Memo with definitions of concepts used for data analysis (version 5)
		01.11	Comparison of coding data case studies 4 and 5 among internal and external coders

02.11	Comparison of results of coding among internal and external coders: differences and conclusions
03.11	Report on findings, based on the results of coding by external coders
03.11	Memo with definitions of concepts used for data analysis (version 6)
03.11	Instruction for external coders (version 2) using the coding system (version 4)
06.11	Comparison of coding data case studies 4 and 5 among internal and external coders
04.12	Explanation tables with content inventory case studies 1-5
05.12	Procedural approach content analysis case studies 1-5
05.12	Tables with examples coded expressions from case study 1 at the levels 2-3 of attribution of meaning
05.12	Memo with definitions of concepts used for data analysis (version 7)
06.12	Approach content analysis, based on the coding of focal child case study 1 (version 3), in relation to indicators of voice and levels of attribution of meaning
06.12	Tom's narrative about the 3 categories: school activities, school organization and teacher's roles
06.12	Overall inventory percentages codes per setting (case studies 1-5) and explanation
07.12	Irfan's narrative about the 3 categories: school activities, school organization and teacher's roles
09.12	Lennart's narrative about the 3 categories: school activities, school organization and teacher's roles
11.12	Margareta's narrative about the 3 categories: school activities, school organization and teacher's roles
11.12	Bernadette's narrative about the 3 categories: school activities, school organization and teacher's roles
11.12	Diagrams percentages codes within and among settings, within and among case studies 1-5
12.12	Definitions of codes in coding system (version 4) and examples of coded expressions focal children
01.13	Table with codes in relation to indicators of voice and levels 1-2 of attribution of meaning with examples of expressions by the focal children
02.13	Table with content themes brought in by the focal children: similarities and differences among the children
03.13	Explanation table with content inventory by the focal children
12.13	Memo with definitions of concepts used for data analysis (version 8)
06.14	Lennart's parents' narrative about the 3 categories: school activities, school organization and teacher's roles
07.14	Cecile's narrative (teacher Lennart and Bernadette) about the 3 categories: school activities, school organization and teacher's roles
07.14	Magda's narrative (teacher Lennart and Bernadette) about the 3 categories: school activities, school organization and teacher's roles



07.14	Margareta's parents' narrative about the 3 categories: school activities, school organization and teacher's roles
07.14	Bernadette's parents' narrative about the 3 categories: school activities, school organization and teacher's roles
10.14	Tessa's narrative (teacher Tom) about the 3 categories: school activities, school organization and teacher's roles
10.14	Tom's mother's narrative about the 3 categories: school activities, school organization and teacher's roles
10.14	Irfan's parents' narrative about the 3 categories: school activities, school organization and teacher's roles
10.14	Jona's narrative (teacher Irfan and Margareta) about the 3 categories: school activities, school organization and teacher's roles
10.14	Mandy's narrative (teacher Irfan and Margareta) about the 3 categories: school activities, school organization and teacher's roles
11.14	Collective narrative teachers, parents and focal children (case studies 1–5)
11.14	Instruction screening interviews teachers and parents by external coders
12.14	Screening interviews Cecile and Magda (teachers Lennart and Bernadette) by external coder 2
12.14	Screening interviews Lennart's and Bernadette's parents by external coder 2
01.15	Screening interviews Cecile and Magda (teachers Lennart and Bernadette) by external coder 1
01.15	Screening interviews Lennart's and Bernadette's parents by external coder 1
01.15	Comparison screenings teacher's and parents' interviews on content themes among internal and external coders
02.15	Inventory content themes teachers, parents and peers (case study 4) in relation to codes, indicators of voice in comparison to content themes brought in by Lennart
10.15	Instruction comparison children's expressions and teacher's and parents' expressions on a nominal scale (version 2)
11.15	Comparison children's expressions and teacher's and parents' expressions on nominal scale levels by the internal coder
11.15	Comparison children's expressions and teacher's and parents' expressions on nominal scale levels by external coder 1
11.15	Comparison children's expressions and teacher's and parents' expressions on nominal scale levels by external coder 2
02.16	Table with comparison results on attributing children, teachers and parents expressions to nominal scale levels between internal and external coders and formulated conclusions
03.16	Adjustment of the coding system and definitions of codes with examples of expressions by teachers and parents (version 5)

**(Final) reports**

Posters, power point presentations, and papers	05.08	Op zoek naar de stem van het jonge kind [Searching for the voice of the young child]. Poster at the Onderwijs Research Dagen (ORD)	
	08.08	Can we catch the voice of the young child? Paper at the European Early Childhood Education and Research Association conference (EECERA)	
	05.09	Op zoek naar de stem van het jonge kind [Searching for the voice of the young child]. Paper at the ORD	
	08.09	In search of the voice of the young child. Paper at the EECERA	
	09.10	How can we listen to the voice of the young child? Paper at the EECERA	
	09.11	Searching for a reliable method to listen to the voice of the young child in school. Round table at the European Association for Research on Learning and Instruction conference (EARLI)	
	08.12	The content of young children's voices about their school contexts. Poster at the EECERA	
	08.13	Young children's expressions about school. Poster at the EECERA	
	09.14	Young children's expressions on educational environments. Paper at the EECERA	
	Manuscripts	07.09	A. Tertoolen (2009). De stem van het jonge kind bij betekenisvol leren onderwijzen [The voice of the young child along with meaningful education in teaching]. In H. Popeijus & J. Geldens (Eds). <i>Betekenisvol leren onderwijzen in de werkplekleeromgeving</i> (pp. 177-192). Antwerpen/Apeldoorn: Garant
		12.10	A. Tertoolen (2010). Communiceren met kleuters. Over wiens perspectief en wiens agenda hebben we het? [Communicating with young children. Whose perspective and whose agenda are we talking about?]. <i>Egoscoop. Tijdschrift voor ervaringsgericht onderwijs</i> , 15(2), 26-29.
		03.12	A. Tertoolen, B van Oers, J. Geldens, & H. Popeijus (2012). Building a method for researching attribution of meaning by children aged 5 to 6 in school. <i>European Early Childhood Education Research Journal</i> , 20(1), 115-131.
		06.15	A. Tertoolen, J. Geldens, B. van Oers, & H. Popeijus (2015). Listening to Young Children's Voices: The Evaluation of a Coding System. <i>International Journal of Educational Psychology</i> , 4(2), 113-141.
		02.16	A. Tertoolen, B. van Oers, J. Geldens, & H. Popeijus (2016). Exploring the Content of Young Children's Multidimensional Voice Related to School Contexts. <i>Research &amp; Reviews: Journal of Educational Studies</i> , 2(1), 6-17.
06.16		A. Tertoolen, J. Geldens, B. van Oers, & H. Popeijus (submitted). Whose voices do we hear? Young children as multi-voiced agents in school.	

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Note. Date: mm.yy. C.1. – C.5.: case study 1 – case study 5.