

IMPROVING YOUNG CHILDREN'S QUESTION-ASKING COMPETENCE

Maria Birbili

Ifigenia Christodoulou

"Question upon question comes from the lips of the boy thirsting for knowledge – How? Why? When? What for? and every satisfactory answer opens to him a new world."

(Froebel, 1903, p. 102)

AIMS OF THE RESEARCH PROJECT

- To explore how early childhood educators can improve young children's question-asking for learning
- To explore the impact of two approaches: 'Teacher as a model of question generation' & 'explicit instruction of question-asking'



Friedrich Froebel

A SELECTION FROM
HIS WRITINGS

IRENE M. LILLEY

FROEBEL'S IDEAS GUIDING THE PROJECT...

As many of Froebel's writings show, posing questions is one of the most important tools that children have available to make sense of the world around them - for example, he states that, even infants ask questions with their 'gaze' (Froebel in Lilley, 1967, p. 77) or their touch (Tovey, 2007, p. 71). Froebel also identified children's questions as "a sign of intense mental activity" (Froebel in Lilley, 1967, p. 77) and argued that they "supplement" children's experiences and guide their learning and reflection. Questions, he argues, can teach both children and adults, if adults let themselves follow children's questions (Fletcher & Welton, 1912; Froebel in Lilley, 1967; Manning, 1884; Tovey, 2017).

WE ALSO KNOW THAT... (1)

- Well-formulated questions and knowing what questions are worth asking are at the heart of learning to be an autonomous learner and decision-maker.*
- While improving teachers' questioning skills and techniques should be a key part in professional development, it is also critical for teachers to help children understand the importance of asking questions for learning and support them to improve their questions.

*"I want to educate people to be free, to think, to take action for themselves" (Froebel in Lilley, 1967, p. 41)

AND THAT... (2)

- Although, their curiosity is a powerful motivator for "persistent questions" (Froebel in Lilley, 1967, p. 90) and opportunities for curiosity and inquiry are important (Tovey, 2017), children need to understand for themselves that some questions are more effective than others and that asking with a purpose leads to deeper and more meaningful learning (Holt, 1995).
- Questions that facilitate learning are those which solicit information, explanation, or elaboration in order to solve problems or to better understand concepts. The literature* suggests that these types of questions are often difficult, even for older children, to ask. This is where explicit instruction maybe helpful (Jirout & Klahr, 2020).

*"It is likely children are curious about more complex concepts, but may not think to ask or know how to frame questions to gather that information, or perhaps more frequently ask lower-level questions as a result of having less prior knowledge" (Jirout & Klahr, 2020, p. 731).

...AND THAT, TO ASK MORE EFFECTIVE QUESTIONS, CHILDREN NEED* ...

- adults who act as good role models;
- environments and materials that open up opportunities for curiosity, open-ended play and inquiry learning;
- intentional and explicit teaching about the value and use of questions;
- a safe environment to pose their questions and
- feedback on their efforts.

*(Birbili, 2017)

Grounded on these propositions, the project aimed to support children to ask effective questions for learning

Our selection of strategies was influenced by the importance Froebel assigned to children's "faculty of imitation", as a way of engaging with the world, and teachers' ability to guide and extend children's learning experiences

"If your child is to understand any action, you must let him carry it out himself, deeply rooted in this fact is his prompt and delighted imitation of whatever he finds around him."
(Froebel, in Murray, 2017)

"Explicit instruction is characterised by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved."
(Archer & Hughes, 2011, p. 1)

The two strategies we chose to analyse –the teacher as a model of effective question-asking and explicit instruction for question generation– are mentioned in the relevant literature but there seems to be limited empirical evidence on how they work in early childhood education. From Froebel's perspective, children observe and inevitably imitate "those things that are in direct and real relationship" to them, so imitation could be used by the teacher as an instrument for assisting children to formulate their own concepts (Ellington, n.d.). This imitation does not lead to mere reproduction but to a new experience and helps children to organise what is around them (Murray, 2017). Explicit instruction for question-generation also resonates with the importance Froebel placed on adult guidance combined with emergent learning.

PARTICIPANTS & THE CONTEXT

Participants

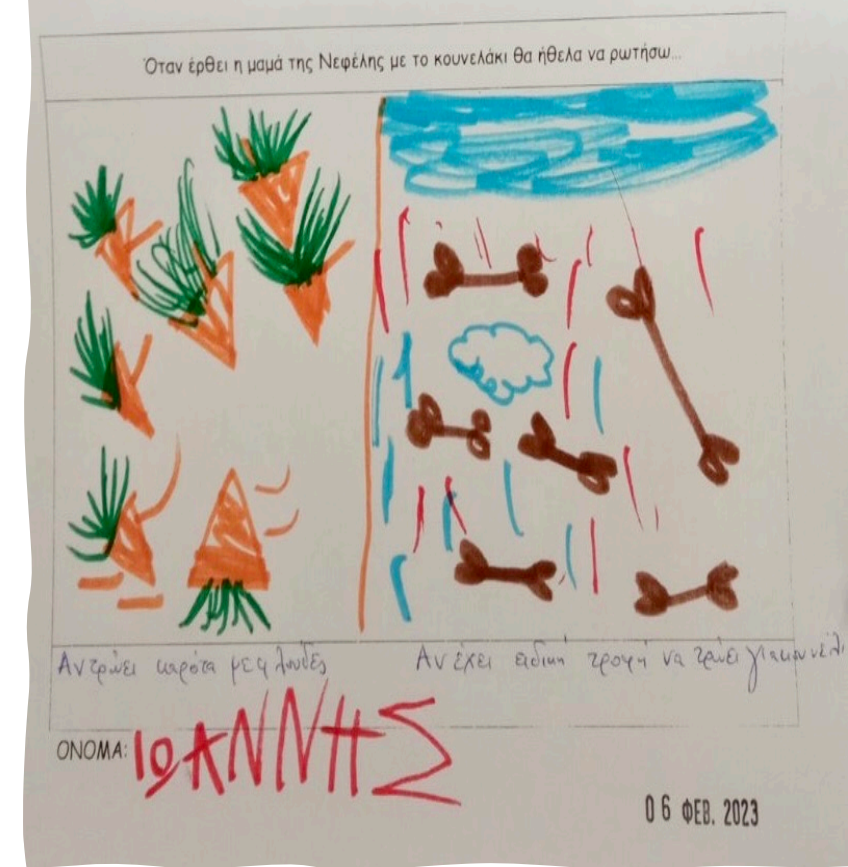
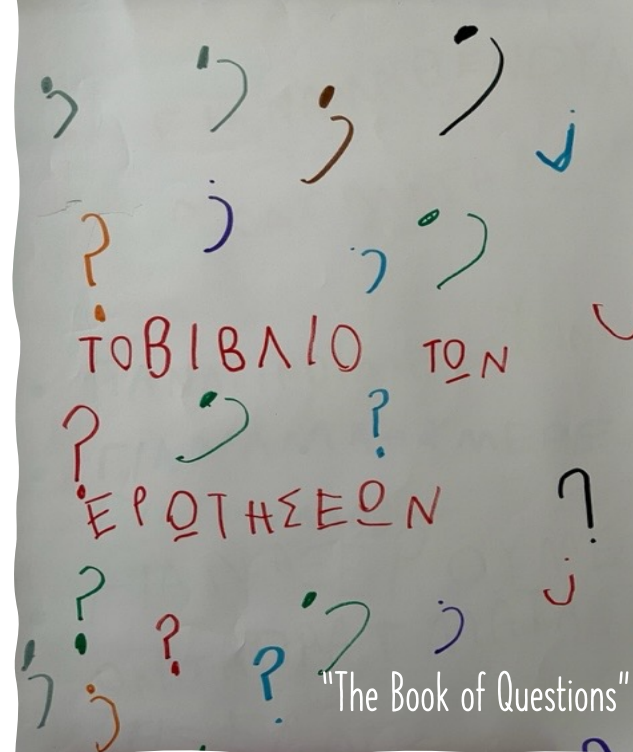
- 1 early childhood educator (Ifigenia)
- 23 children (& their families)
- A university researcher (Maria)

The context

- A public kindergarten with children 4 – 5,5 years old
- In the city of Thessaloniki (Greece)
- Project duration: February 2023 – July 2023

EVIDENCE WAS COLLECTED* THROUGH...

- Teacher observations and field notes
- Audio-recordings of classroom dialogues
- (Teacher) Interviews with individual children
- Documentation of children's learning
- Samples of children's work



* Approved by the Aristotle University's Research Ethics Committee, children & their families

PROJECT PHASES



Recording of both teacher's and children's questions. Questions are assessed based on categories suggested by the literature

Teacher acts as a model for a) the role of the questions in learning and b) productive questions

Teacher and children engage in a project on "Questions in our lives" (see Project Approach). This phase also involves intentional and explicit instruction about the use of questions

(Families are encouraged to record children's questions at home)

Children are encouraged to reflect on their experiences and decide how they want to celebrate what they have learned about questions & question asking

DURING PHASE 1

Ifigenia observes and records that children:

- Ask mainly procedural questions (e.g. "How can I do that?", "When can we go out?").
- Phrase their queries in indirect speech (e.g. When ifigenia asks "what would you like to ask?" children may say "to ask what the bunny eats")
- Repeat each other's questions or Ifigenia's questions (when they are asked to "think of another question") (From Ifigenias's notes: "They seem to like the act of asking but they do not pay attention to the answer")
- Sometimes they say "I want to ask something", and go on making an observation or a statement (but not a question)
- Some times they ask questions that have no meaning in the specific context

She also records that

- she does most of the questioning in the classroom

Reflection on asking children to draw (or write) their questions before a visit: it helps children remember their question and do the asking themselves (instead of adults saying "Nefeli would like to ask you if..."). Built on Froebel's belief in the power of symbols, this practice also allows children to reflect on their questions and share them with others (Tovey, 2020).

AN EXAMPLE (CRITICAL INCIDENT) FROM PHASE 1

When during circle time Nefeli (4-year-old) talks about her bunny, the rest of the group shows a particular interest in learning more about the animal. Ifigenia asks Nefeli's mother whether she can bring the bunny to school. To prepare for the visit, Ifigenia asks the children to draw their questions on a template shes creates for the first time. On the template there is the sentence "When Nefeli's mother comes with the bunny, I would like to ask..."

As children 'dictate' their questions, Ifigenia observes that only one child formulated a direct question - the rest of the group expressed their curiosity and willingness to learn more about the bunny with 'statements' like

- "if it eats carrots" (most popular 'question')
- " To ask how it jumps/how it eats/..."



Child: "I want to know that it eats carrots"

Ifigenia: "How would you ask this?"

Child: "Does it eat carrots?"

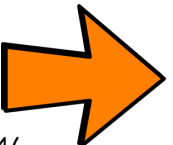
DURING PHASE 2

One morning, during circle time, Ifigenia tells the group that "she loves questions" and that "she likes to ask many questions because that is how she learns new things or how other people think and feel". She asks them whether they remember her asking them questions, what kind of questions does she ask them and when. Then, she asks them whether they ask questions, whether they like questions and if they remember a question they asked 'recently'.

From that day onwards, Ifigenia also begins to 'think aloud' about questions and question-asking. For example, when she wants to ask children something she will say "Mmm, now that you said that a question came to my mind...", "I think I have a good question about what you said...", "I'm wondering what/where..." or "now I will ask you a difficult question and I would like you to think before you give me an answer...", "I know have an easy question..."

OBSERVATIONS DURING PHASE 2

- In the beginning of phase 2 children kept repeating their peers' questions or asking the same question repeatedly.
- A routine that Ifigenia has established from the beginning of the year, that of allowing children to bring their favourite toys from home ("Show and Tell") is proving to be a valuable framework for noticing differences in children's questions and question-asking behaviors.
- She notices that some children are getting better at distinguishing between "I want to say something" and "I want to ask something" and do ask a question when they say "can I ask you a question?"
- Also children seem to become more 'alert' to the role questions play in Ifigenia's classroom (From Ifigenia's field notes: "As if they have picked up my interest in questions"). They also spontaneously report experiences from home where questions and question-asking were involved.
- However, children do not seem to ask questions during activities with 'academic' content - In this context, Ifigenia still does the asking...
- Ifigenia records a critical incident during Phase 2 that further sparked children's interest in questions and led to child-initiated activities.



Vassilis: Ms can I tell you something? Yesterday I played with some cards that had questions and I found them all

Ifigenia: Where did you find these cards?

Vassilis: At home

Ifigenia: Was it a game with questions?

Vassilis: Yes, an old one.

Ifigenia: That is nice, you must have learned many questions. Did you practice asking questions?

Vassilis: Yes. Can I tell you one?

Ifigenia: Of course.

Vassilis: It's something wild and it punches.

Ifigenia: What is it?

Vassilis: it's a kangaroo!

Ifigenia: That's interesting! I didn't know that kangaroos can punch! But does the game have questions? That reminds me of a riddle. Does it have riddles?

Vassilis: Yes, it has riddles.

Ifigenia: Can you turn this riddle into a question? How would you ask this?

Vassilis: (thinking) ...It's an animal... I will do it like the game, I am holding the card.

Ifigenia: Good thought. And what will be your question?

Vassilis: (thinking)... What is it that is wild but it's not one of these wild animals?

Ifigenia: Well done! You asked a question. What is it?

Vassilis: A bear!

A CRITICAL INCIDENT FROM PHASE 2

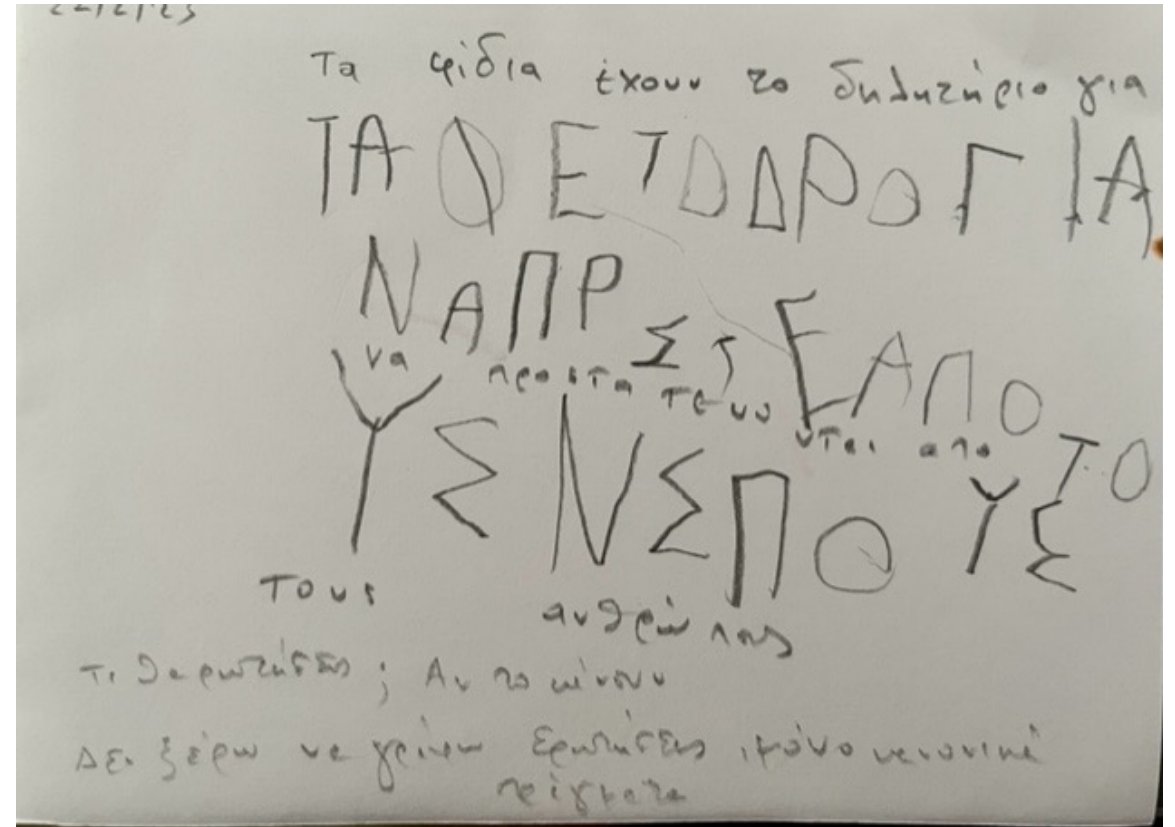
As they listened to the dialogue between Ifigenia and Vassilis, children began to raise their hands in order to pose 'a question' (about animals). Ifigenia noticed that some children (not all) were able to use the words 'question' and 'riddle' in the right context.

After 3 days, Vassilis brought the game to school and after he presented it to the group Ifigenia asked children whether they would like to create their own game of questions. That was the beginning of a number of activities devoted to writing questions, creating cards with questions and playing question games.

ASKING QUESTIONS... NON-STOP!

From the moment that children were introduced to the idea of "cards with questions", asking questions for learning and writing them down became something more than an activity – it became a classroom habit.

During phase 2, many cards with questions were created by children (for their peers). Ifigenia also encouraged them to find/think about and write the answer at the back of the card. Children's questions revealed how attentive they were to what was happening around them and how actively they processed the information presented.



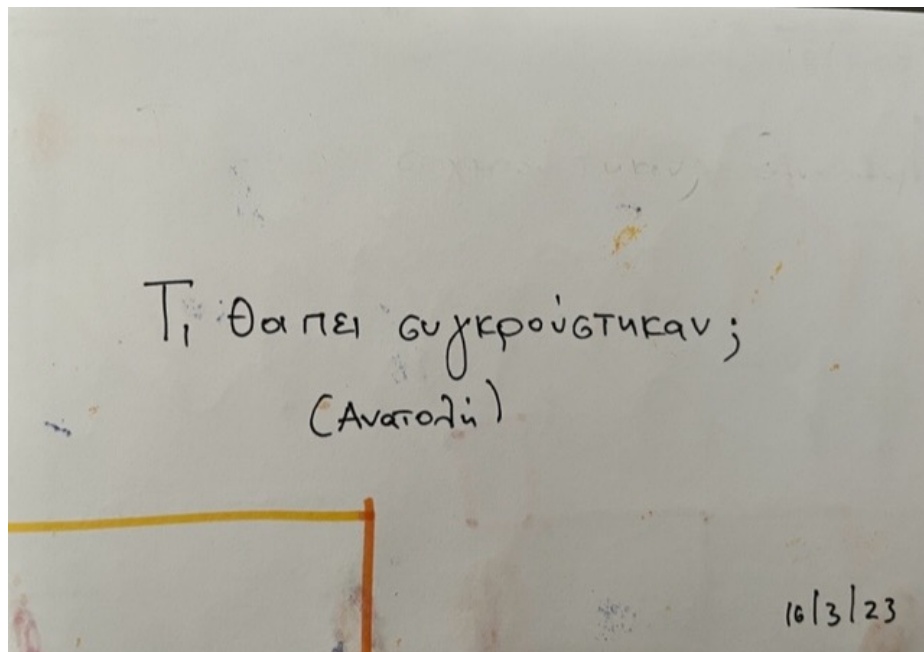
The "question": "Snakes have poison to protect themselves from people"

Ifigenia: "What do you want to ask?"

Child: "If they do it. I don't know how to write questions, only regular stuff." (!)

CHILDREN PROCESSING THE TRAIN CRASH IN GREECE (1/3/2023)

The question: 'What does it mean [they] 'collided''?



The answer...



DURING PHASE 3

The main aim of this phase was to help children think, in a more focused way about questions and why people ask questions. In this phase Ifigenia uses explicit instruction to introduce children to the question words and different types of questions. She then encourages children to explore why people ask questions and what we can do to find the answers to our questions.

During this phase, Ifigenia also introduces a series of 'question games', suggested in the relevant literature, as a playful way to teach children different kinds of thinking (e.g. problem-solving, imaginative thinking etc)

TALKING ABOUT QUESTIONS...

- Ifigenia asks "Why do people ask questions?" Most children say that we ask questions "in order to learn stuff"
- When she asks "how do we know when someone is asking a question?" children are having a difficult time answering her question ("We know because they ask")
- Next, the group discusses "to whom do we ask questions" and "where can we find the answers to our questions". Ifigenia suggests the creation of a 'box of questions' where the whole group (including Ifigenia) "can put the questions we have and then look for the answers"
- Finally, Ifigenia introduces the question words (Wh-) and children try to "think of questions that begin with 'why'/'what', 'where'..." (another not so an easy task at first - perhaps because children can't see their questions in a specific and meaningful to them context...)

KEY-ACTIVITIES IN PHASE 3

Children investigate "why people ask questions". They become journalists and ask their parents and other members of their family

Ifigenia asks children to pose questions about objects ("What questions could you ask this 'bag'/'tablet'?) This is an idea we borrowed from Robert Fisher* (2013, p. 110). This activity allowed Ifigenia to discuss the concept of 'helpful' and 'unhelpful' questions

Ifigenia introduces the idea of playing question games during the week. The group decides to play the games every Monday & Wednesday and they suggest that Ifigenia asks "these strange questions" every Friday ("What if...?")

A diary is sent to parents asking them to record (if they "want and have the time") questions children ask outside school

Ρώτησε (Asked):

Πότε/Πού; (When/Where?)

Σε ποιον; (To whom?)

Ρώτησε:

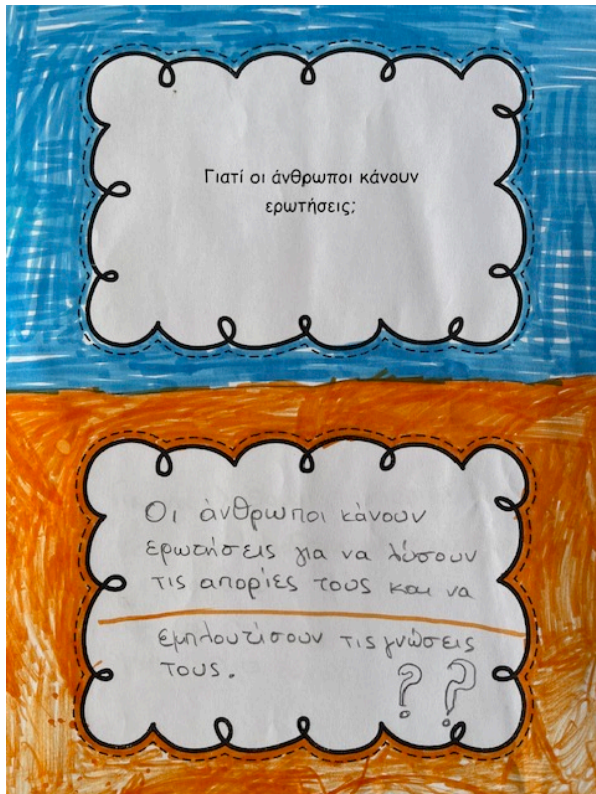
Πότε/Πού;

Σε ποιον;

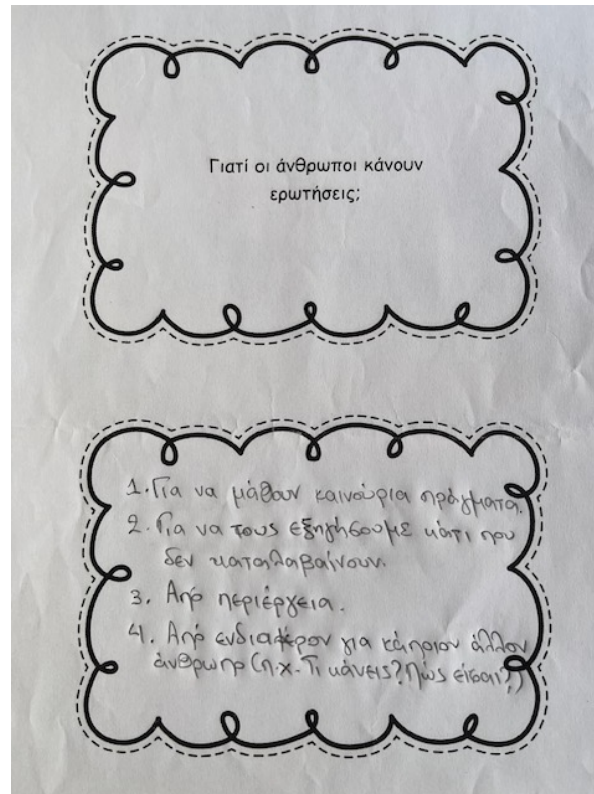
*As Fisher says, "any object, product or artefact could be used as a stimulus for reflection and enquiry."

"WHY DO PEOPLE ASK QUESTIONS?" (PARENTS' ANSWERS)

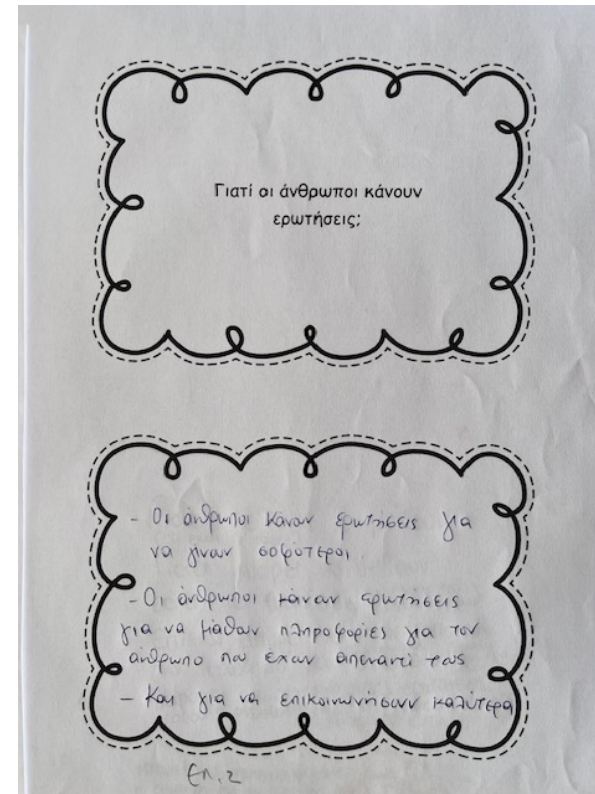
"...to solve their queries and enrich their knowledge"



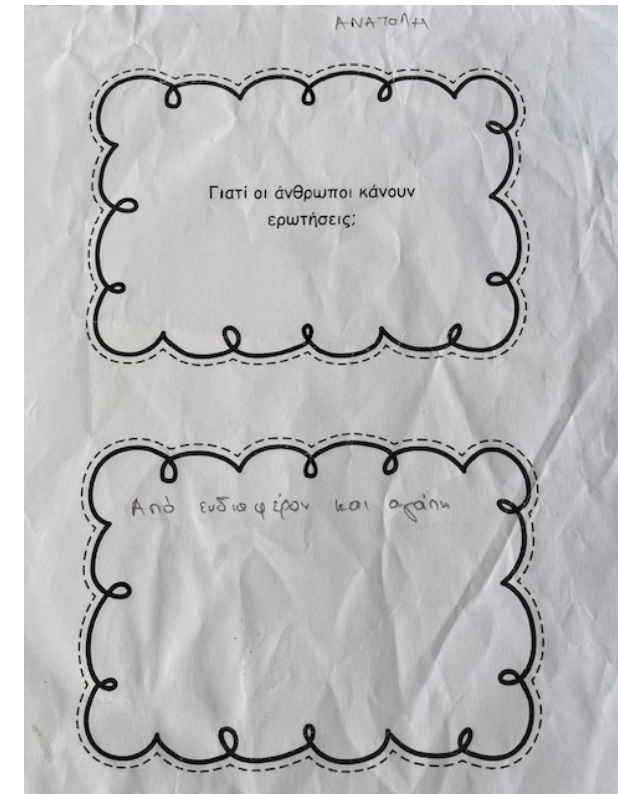
"... to learn new things, so we can explain them something they don't understand, out of curiosity, out of interest for another person - e.g. how are you?)"



"... to become wiser, to learn information, to better communicate"



"Out of interest and love"



QUESTION GAMES INTRODUCED BY THE TEACHER

"What if...?"* ("Strange questions!")

- ...plants started to walk?
- ...you were really given three wishes?
- ...no one needed to go to sleep?

"In how many ways we can...?"

- ...walk
- ...tie a rope
- ...use a pencil

Cards with questions (borrowed from the book 'Ask me' by Antje Damm, 2005)

- How did you parents choose your name?
- What is your favourite disguise?
- Have you ever made your own toys?
- What makes you laugh?
- What special thing can you do with your hands?
- How do you make people laugh?
- ...



* Borrowed from Fisher (2013, p. 175)

OBSERVATIONS DURING PHASE 3

- From Ifigenia's field notes: "Questions seem to be part of their everyday vocabulary - "can I ask a question?", "Ms, wasn't my question clever?" Nearly all children seem to understand the difference between asking a question, expressing a thought or making a statement. They can tell helpful questions from unhelpful ones. They look eager to learn new things every day. They ask productive questions in every topic/theme we work on in the classroom (see project on the bees)."
- Question games became a favourite activity in the classroom.
- Creating cards with questions and 'asking a question' seems to have helped two shy children to interact with their peers: they created their own cards and seemed to feel comfortable to stand in front of the class and pose their questions.
- Children 'create'/think of questions easier and in different contexts, depending on their interests (e.g. in mathematics).

OBSERVATIONS DURING PHASE 3 (CONTINUED)

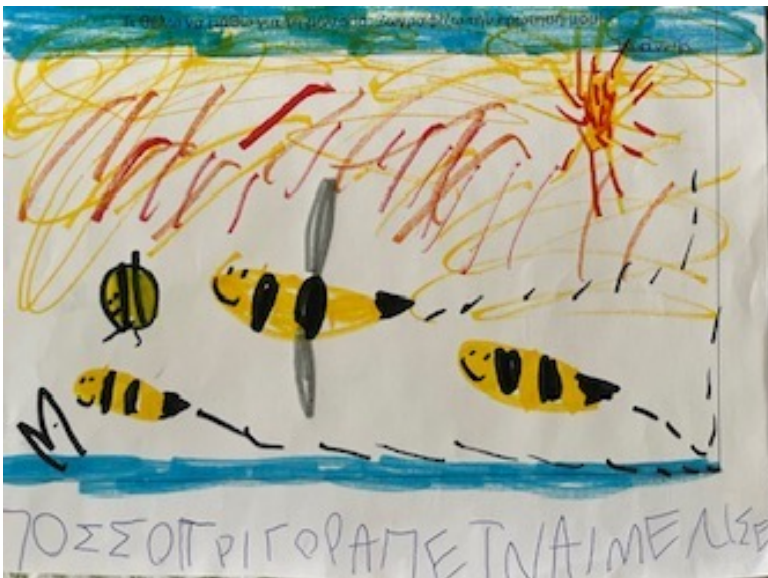
- When Ifigenia asks children to work in small groups and think of questions starting with 'Who...?', 'Where...?', etc. she notices that not all children can do this with ease (the literature on questions confirms that preschool children can experience this kind of difficulty when they are asked to formulate questions 'for the sake of asking' - it is easier for children to ask a question when they try to address a specific and meaningful goal).
- As they become better at asking questions, children also seem more interested in getting an answer to their queries. They now seem to know that there are many sources that can provide the answer they need and they like making suggestions to Ifigenia (e.g. "we can ask X...", "I have a book at home...").

ASKING QUESTIONS IN DIFFERENT CONTEXTS...

May 2023 - The Bee Project

"What do I want to know about bees? I am drawing my question!"

How fast do bees fly(?)



How do bees sting?



Τι θέλω να μάθω για τη μέλισσα; Ζωγραφίζω την ερώτησή μου!

Κωνσταντίνος

How do bees make honey(?)

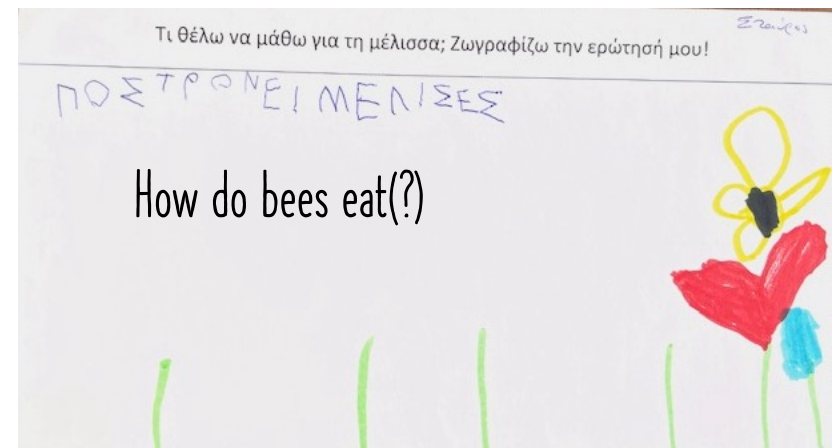
ΠΟΣ ΒΙΑΣΟΝ Ε
ΙΜΕΝΙΣ ΕΣ
ΜΕΝΙ

Τι θέλω να μάθω για τη μέλισσα; Ζωγραφίζω την ερώτησή μου!

Σταύρος

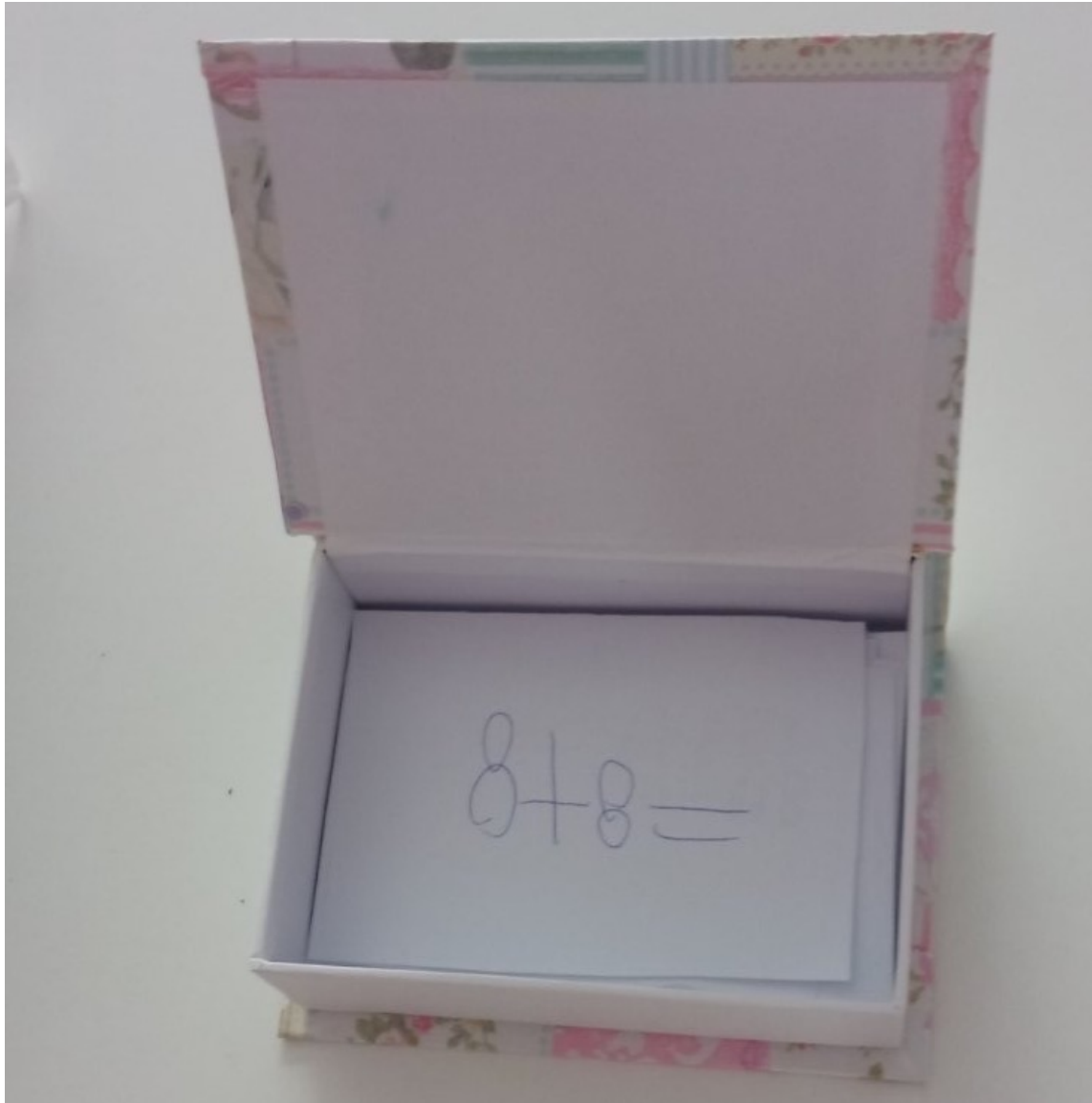
ΠΟΣ ΤΡΟΝΕΙ ΜΕΝΙΣΕΣ

How do bees eat(?)



ASKING QUESTIONS IN DIFFERENT CONTEXTS... (2)

Ioannis (5) who liked numbers and calculations told Ifigenia that he would like to "ask a question with numbers". He created several question cards for his classmates (e.g. how much is 8 plus 8?), with the answer at the back of each card.



DURING PHASE 4

During the last phase, children are encouraged to reflect on their experiences and decide how they want to celebrate what they have learned about questions & question asking. As the group has the habit of creating a book for their library after every project they do, they tell Ifigenia that they would like to "do a book of questions". She says that this is a good idea and asks them whether there is something else they would like to do to show others what they have learned. The children say that they would also like to create cards with questions for the children in the classroom next door

From the "Book of Questions" - the book children created in order to show others what they have learned

Why do we ask questions?

- It's something clever that teaches (us) a lot (of things)
- We ask questions to learn
- We ask questions to think
- To become clever

How do we know that someone is asking a question? How do I know that what I read is a question?

- We speak with a different voice
- We see a question mark

What can people do to find answers to their questions?

- To think
- To ask someone else
- To call an expert
- To search on the internet
- To read books
- To discuss our questions with someone who knows

- ΓΙΑΤΙ ΚΑΝΟΥΜΕ ΕΡΩΤΗΣΕΙΣ;

- ΓΙΑ ΝΑ ΜΑΘΕΝΟΥΜΕ
ΤΑ ΟΡΓΑΝΑΤΑ ΦΙΛΩΝΕ
- ΓΙΑ ΝΑ ΓΙΝΟΥΜΕ ΕΞΩΠΝΙ ΙΣΑΝΝΕ
- ΓΙΑ ΝΑ ΜΑΘΟΥΜΕ ΕΝΑ
ΓΙΑ ΤΟ ΝΑΛΟ ΔΗΤΟΛΗ
- ΓΙΑ ΝΑ ΞΕΡΟΥΜΕ
ΟΡΑΤΑ ΠΡΑΤΜΑΤΑ
ΤΗΣ ΕΡΩΤΗΣΗΣ ΒΑΣΙΛΗΣ

ΤΙ ΜΠΟΡΟΥΝ ΝΑ ΚΑΝΟΥΝ ΟΙ
ΑΝΘΡΩΠΟΙ ΓΙΑ ΝΑ ΒΡΟΥΝ ΑΠΑΝΤΗ-
ΣΕΙΣ;

ΝΑ ΣΚΕΦΤΟΥΝ ΕΡΕΝΗ

ΝΑ ΡΟΤΗΣΟΥΝ ΤΟΝ
ΑΛΛΟ ΑΝΤΩΝ

ΝΑ ΦΑΛΕΣΟΥΜΕ
ΚΑΠΙΟΜΙΔΙΚΟ ΑΝΤΩΝ

ΝΑ ΨΑΞΟΥΜΕ ΣΤΟ ΙΝΤΕΡΝΕΤ ΙΣΑΝΝΕ

ΝΑ ΞΥΣΗΤΗΣΟΥΜΕ ΤΙΣ ΚΕΡΟΤΑ
ΣΕΙΣ ΜΕ ΑΠΟΙΟ ΝΗΠΟΥΞΕΡΕΙ ΒΑΣΙΛΗΣ (Cousin)

ΝΑ ΔΙΑΒΑΣΟΥΜΕ ΒΙΒΛΙΑ ΑΝΤΩΝ

ΠΟΣ ΚΑΤΑΛΑΒΑΙΝΩ ΟΤΙ ΑΥΤΟ
ΠΟΥ ΜΟΥ ΛΕΝΕ Η' ΑΥΤΟ ΠΟΥ
ΔΙΑΒΑΣΩ ΕΙΝΑΙ ΕΡΩΤΗΣΗ;

ΜΙΛΑΜΕ ΜΕ ΑΛΙ
ΦΟΝΙ ΣΤΑΜΕΛ

ΒΛΕΠΟΥΜΕ ;? ΣΤΑΜΕΛ
ΙΣΑΝΝΕ

CREATING CARDS FOR THE CLASSROOM NEXT DOOR WITH CONFIDENCE...



- What would happen if there were no hugs?
- How are you?
- Do you want to be friends?
- What would happen if people's hands were like that? If they didn't have any fingers?
- Do you want to be an eagle or a lion?
- What color is the banana? Yellow or green?
- What would we do if we didn't have trees?

OUTCOMES & LESSONS LEARNED

OUTCOMES (1)

Our research project confirms that

- while children pose questions from a very young age, their questions do not automatically guide their learning in productive ways,
- helping young children ask effective questions is facilitated by a combination of factors,
- learning how to ask 'good' questions is not an incidental process but one that needs to be supported in intentional ways.

OUTCOMES (2)

- We were successful in supporting children to learn how to ask a variety of questions (e.g. open, closed, imaginative questions) but more importantly, purposeful questions. We also observed that the project helped children listen to each other.
- We noticed that while 'teacher as a role model' was a helpful strategy for drawing attention to the value of questions, explicit instruction was the most powerful strategy (of the two) to drive children to ask with a purpose.
- Our study provides evidence that question games are another useful strategy for helping children see that asking questions opens the 'door' to learning more 'things' and understanding better.

"The essence of a game is that it involves actions undertaken for the purpose of enjoyment." (Fisher, 2013, p. 154)

OUTCOMES (3)

- We also observed that once children discover the use of asking for learning and feel more confident in doing the asking themselves, they transfer this knowledge to different contexts: their play, their interactions with the educator and their peers, their participation in teacher-directed activities and the home environment.

LESSONS LEARNED (1)

- Organizing our intervention in phases supported the gradual improvement of children's question-asking for learning. While there are many good ideas and useful strategies in the literature for supporting student questioning these need to be selected, organized and implemented purposefully and be responsive to the needs of the specific group. As mentioned earlier, in our study, Froebel's views on learning and teaching guided our choices and methodology and that allowed us to create a coherent plan.
- Asking questions, as a learning disposition, needs to be practiced in stimulating and nurturing environments. These are not created in one day... While, as Ifigenia recorded, she did most of the questioning in the 1st phase, children in her classroom were familiar with inquiry-based learning (e.g. the project approach) and used to be asked "what would you like to learn about X?" or "where can we find information on Z?", as well as to be encouraged to look for answers. Children also know that she listens to what they say and respects each one of them as an independent person.

LESSONS LEARNED (2)

- Question games seem to have played a critical role in encouraging children to ask questions in general (see for example shy children) and ask better questions, more specifically. Especially "what if...?" questions which encouraged children to think outside the box proved that with the right game both the thinking and the enjoyment of asking questions are not over once the game is finished (Fisher (2013, p. 177). The fact that children kept asking "what if...?" questions until the end of the school years suggests that it became a genuine question for them (Cifone, 2013).

"Even if someone else originally asked a question, it only [becomes] a genuine question for the students when they [ask] it themselves."
(Cifone, 2013, p. 52)

LESSONS LEARNED (3)

- Explicit instruction of and practice in distinguishig helpful from unhelpful questions was an important step towards helping children to ask better questions. In Ifigenia's classroom, the "Show and Tell" activity with children's favourite toys –an activity children enjoyed very much from the beginning of the school year– created a meaningful context for practice.
- Once children get into the habit of asking good questions, as Ifigenia put it, "emergent learning is there, right in front of your eyes. As children bring in the classroom their queries and interests you have a list of interesting projects and activities in your hands for the whole year."

LESSONS LEARNED (4)

- Last, but not least, encouraging children to write or attempt to write (or express visually) their questions allowed us to see in action one of Froebel's key principles, the power of symbols. As he argued, "... one begins to understand that which one strives to represent" (Froebel in Lilley, 1967, p. 87). Posing their questions in writing, in any way they could, also gave children the freedom to act independently and initiate activities.

REFERENCES

- Archer, A. L., & Hughes, C. A. (2011). *From explicit instruction: effective and efficient teaching*. New York, NY: Guilford.
- Birbili, M. (2017). Supporting young children to ask productive questions. *Research in Practice Series*, 24(3), 1-25.
- Cifone, M.V. (2013). Questioning and learning: How do we recognize children's questions? *Curriculum and Teaching Dialogue*, 15, 41.
- Ellington, V. (n.d.) *Philosophy of Education*. <https://www.froebelweb.org/web2002.html>
- Fisher, R. (2013). *Teaching Thinking Philosophical Enquiry in the Classroom* (4th ed.). London: Bloomsbury.
- Fletcher, S. S. F., & Welton, J. (1912). *Froebel's chief writings on education*. London, England: Edward Arnold & Co.
- Froebel, F. (1903). *The education of man* (W.N. Hailmann, Trans.). New York, NY: D. Appleton and Company.
- Holt, J. (1995). *How children fail*. Reading, MA: Da Capo.
- Jirout, J., & Klahr, D. (2020). Questions - And Some Answers - About Young Children's Questions. *Journal of Cognition and Development*, 21(5), 729-753.
<https://doi.org/10.1080/15248372.2020.1832492>
- Lilley, I. M. (1967). *Friedrich Froebel: A selection from his writings*. Cambridge: Cambridge University Press.
- Manning, E. A. (1884). *Froebel and infant training*. London, England: Edward Stanford.
- Murray, E. R. (2017). *Froebel as a pioneer in modern psychology*. Project Gutenberg Ebook. <https://www.gutenberg.org/files/54277/54277-h/54277-h.htm>
- Tovey, H. (2007). *Playing outdoors. Spaces and places, risk and challenge*. Berkshire, England: Open University Press.
- Tovey, H. (2017). *Bringing the Froebel approach to your early years practice* (2nd ed.). New York, NY: Routledge.

Cards with questions (borrowed from the book 'Ask me" by Antje Damm, 2005)

APPENDIX

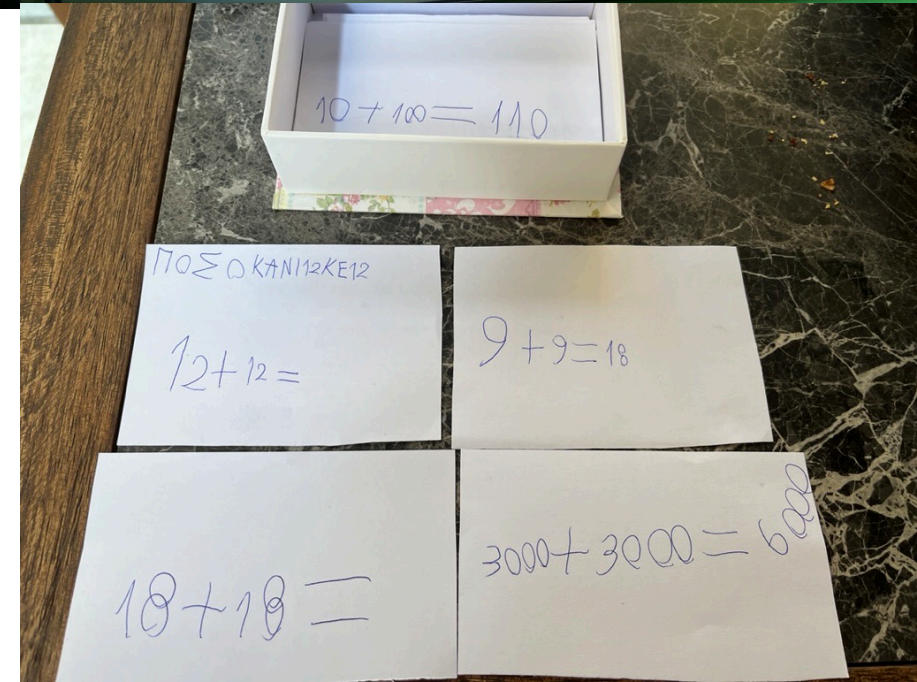
"What are the things that keep us warm in winter?"

22/2/23

ΠΧΑ) ΝΤΑΠΡΑ
ΜΤΜ^Α ΕΞΕΝΟΥΝ
ΤΟ ΝΥΜΝΑ
(ποια είναι τα πράγματα που μας ζεσταίνουν
του χειμώνα)



More questions with numbers (Ioannis, 5)



DIFFERENCES OBSERVED BETWEEN PHASE 1 & PHASE 3

THE CONTEXT: "I'M PRESENTING MY FAVOURITE TOY"

PHASE 1 (8/2/23)



- Do you sleep with it? (2 children)
- How do you play with it? (3 children)
- What do you play with it? (3 children)
- Does the head move? (3 children)
- Is it your favourite toy? (2 children)
- What is its name? (3 children)

(Apart from the repetitions, these were the questions that children asked about nearly every toy that was presented to them)

PHASE 3 (25/4/23)



- How do you play with it?
- Where did you buy it from?
- How much money did you give?
- Where do you hang it from?
- Are all Minions yellow?
- Does it have a name?
- Do you take it with you when you go for a walk?

(In Phase 3 there were no repetitions and questions seemed more related to the toy presented)