

## Focus Group 2

### Focus Group 2: Data collection

#### **Introduction: General information – 5 min [NOT RECORDED]**

- Welcome the participants
- Remind the objectives of the discussion
- Remind the participants that they can withdraw at any moment during the research
- Remind the participants that the research data collected during the interviews and involving themselves cannot be disposed of even in the case they withdraw from the study
- Present conversational rules and co-editing rules to be applied in the focus group discussion and collaborative publication (e.g., be friendly)
- Encourage them to ask each other questions or comment on others' comments
- Ask for permission to audio record the focus group

#### **Phase 1: Presentation of Focus Group 1 findings – 10 min**

I will present the findings from Focus Group 1 (see attached slides).

#### *Confirming or revising the findings presented*

1. How do you feel about the findings presented?
  - Do you think the findings accurately capture the key points we discussed?
  - If not, what part of our discussion or your thinking do you feel has not been appropriately reported?
  - Is there any part of our findings that you feel needs further clarification or elaboration?

#### *Extending Findings*

2. Reflecting on our discussions, what additional insights do you think we could include to extend our findings?
  - Are there specific aspects of the presentation you want to discuss further?
  - In our Focus Group 1 discussion, you indicated that effective practices in open-task settings include, in addition to self-scaffolding and who, what, and why questions, also prompting and 'clues taken from the child'. Can you give me some examples of these two strategies?
  - In our Focus Group 1 discussion, you indicated that effective practices in multiple-choice-task settings include prompting, can you give me some examples of this strategy?

### *Implications*

3. What do you think are the practical implications of our findings for teaching assistant practice?
  - Based on our discussions, how might we apply these findings in real-world settings? What challenges or opportunities might arise?
4. What do you think are the implications for the scaffolding framework?
  - Should the meaning of scaffolding strategies such as prompting be extended (e.g., including who, what, and why questions)?
  - Should it be indicated that only some strategies are applicable in the context of open tasks?
  - Or should a new scaffolding framework be conceptualised for open tasks? If so, what should this new framework contain?

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# Effective scaffolding: Focus Group 1 findings

# Agenda

- ▶ Scaffolding principles
- ▶ Effective practices
- ▶ Limitations of the current scaffolding framework

# Scaffolding principles

## 1) Contingency of support

- ▶ Contingent support according to educational phases (e.g., task settings)
- ▶ Contingent support according to children's needs and interests
- ▶ Contingent support according to task goals (e.g., open question)

## 2) Transferring the task responsibility to children

# Effective practices: Task setting

- ▶ Designing tasks according to children's interest (e.g., Gruffalo's example) and difficulties
- ▶ Scaffolding children in the task (e.g., explaining the task and modelling the task solutions)



**ENSURE THAT THE TASK IS CONSISTENT WITH CHILDREN'S INTERESTS/ABILITIES  
WHILE PROMOTING THEIR UNDERSTANDING OF THE TASK CONTENT/GOAL**

# Effective practice: scaffolding during task completion - Open tasks

- ▶ Self-scaffolding
- ▶ Prompting
- ▶ Who, what, why questions (i.e., open questions)
- ▶ 'Taking clues from the child's talk'



**ENSURE CHILDREN'S SELF-EXPRESSION OF IDEAS AND ENHANCE THEM**

# Effective scaffolding during task completion - Closed tasks (multiple-choice tasks)

- ▶ Self-scaffolding
- ▶ Prompting
- ▶ Clueing
- ▶ Modelling



**ENSURE THAT CHILDREN MAXIMISE THEIR INDEPENDENCE IN COMPLETING  
CLOSED TASKS**



# Limitations of the current scaffolding framework

The scaffolding framework might be difficult to apply:

- ▶ When children deal with complex tasks relative to their needs/tasks inconsistent with their interest
- ▶ In open tasks
- ▶ Other:
  1. Over-reliance on teaching assistants' support
  2. Time constraints
  3. Positive social relationships between children and teaching assistants

Thank you for listening!

Questions?