

MA_Class_ShootingBalloons_Question

Teacher Education Design Principle + code:	11. Teacher education should enable teachers to use questioning effectively and encourage children's questions in order to foster creativity and inquiry. TE: Question
Specific Teacher Outcome(s):	11.1 Teacher should be able to use different forms of questioning at appropriate points to scaffold creative learning outcomes in science and mathematics, and in particular to encourage children's reflections and explanations, foster their independence and extend their inquiry.
Factors linked with:	P: Scaff; P: R and R
Type of material (image – interview (int) – classroom extract (class):	Classroom extract (class)
Originating from:	
Country report :	D4.3 – report Malta
Case:	Case 2
Episode:	2.4 Shooting Balloons
Teacher:	Lydia
Age Group:	6-7
Selected episode present in D4.4 Appendix	No

Teacher using questioning to guide children through an exploration, engage and reflect

Teacher using questioning to guide children through an exploration, and engaging them in reflecting about the evidence to test their predictions and understand the science learning outcome.



Set up for Shooting Balloons experiment

The teacher blows up a balloon and asks the children what happens if she lets it go. The children indicate that it will fly off. The teacher explains that they are going to do an investigation. They are going out in the yard, tie a string between two chairs placed apart. A straw has been made to go through the string between the chairs. The balloon is drawn up.

Lydia: 'How can you make the balloon go faster?'

Child: 'Push it faster.'

Child 2: 'Ah...You can blow the balloon bigger.'

Lydia: 'Ah... and you think that it can go faster? Let us try all the different ideas.'

The children were very excited. They went out in the small yard where the chairs and string had been prepared. The children start blowing up the balloons very excited.

Researcher: 'What do you think that you are (pointing at the balloon) going to do?'

Child 1: 'It will be a rocket...it will go this way fast' (points to the direction with own hands).

The teacher takes the balloons, one small, one medium and one large.

Lydia: 'What do I have here?'

creative little SCIENTISTS

Children: '3 balloons.'

Lydia: 'How are they? How is this one?'

Shows the large balloon. The teacher then provided the children with instructions who then carried out the experiment. One balloon moved out immediately while the other took a little longer.

Lydia: 'Which balloon was faster?'

Children: 'This one' (there was consensus with this answer).

Lydia: 'Why was it faster?'

Child: 'It was bigger!'

Lydia: 'Not only that.'

Child 2: 'It had lots of air.'

The teacher prepares the next 2 balloons. The big one was again faster and the small balloon did not even take off.

Lydia: 'What happened?'

Child: 'The faster one was the first.'

Lydia: 'What was your prediction? The more air in the balloon...'

Child: 'The faster it goes.'

Lydia: 'What happened ... this stopped, why? Don't touch it...this is evidence.'

Child: 'It did not have enough air...it was all out.'

Lydia: 'And this one...'(points out at the balloon, which had moved more.)

Child: 'It had too much air, went too fast and turned back again.'

Lydia: 'Why was that?'

Child: 'It went very fast.'



© 2014 UNIVERSITA TA MALTA

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.



The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.