

Može li dokumentiranje odgojno-obrazovnog procesa mijenjati odgojnu praksu vrtića?

Can documenting the education and learning process change educational kindergarten practice?

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*Can documenting the education and learning process
change educational kindergarten practice?*

- An excerpt from the graduate work:
*Child in the Early and Preschool Education: co-
constructor of the curriculum, their own learning
and development*
(defended in June 2012.)
Subject: Co-construction of the curriculum in
preschool education



- survey on understanding the learning process of children by documenting:
- educational process (using video-reflexive methodology),
- questioning our personal level of understanding of what and how children learn,
- how it affects the changing personal educational practice in educational group / kindergarten

- . The process of training the educator and his professional development in a networked community of reflective practitioners in understanding children's learning, as well as his own



From the diary of an educator

- I like change, and this shows that it is possible that only six groups start an avalanche, what could be if there was more of us?



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Zvijezdana Davanzo, Sajonara Ivanišević

Novigrad

Lorena Pliško-Seferagić, Ivana Vidaković,
Anka Vitasović, Zlatica Skoko

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Dolores Ritossa, Antonia Kocijančić

Poreč

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Rovinj

What we will talk about:

- How and in what way has networking, connectivity, collaboration and professional sharing influenced on changing personal practice, the understanding of the child and our own work ("critical friend")
- Case study of the Rovinjsko Selo kindergarten
- Interactive CD presentation

PROJECT DINOSAUR

KINDERGARTEN “NEVEN” ROVINJ
COUNTY KINDERGARTEN ROVINJSKO
SELO
2011.-2012.



HOW THE PROJECT STARTED?

All started on November 18, year 2011, when a boy named Danijel came to the kindergarten and said that he had dreamed of dinosaur. This was interesting also for other children and they started to talk about the dinosaur. Danijel made the dinosaur that he had dreamed of, from a sponge.

A girl named Zora joined Danijel and made her own dinosaur.



Dominik drew a picture of dionsaur with dry pastels, and David made a mathematical coloring book of a dinosaur



Interest for mathematics directed the children towards making of mathematical games of dinosaur



In Medulin, before New Year, educators on the presentation of the project “Walking with dinosaur in Istria”, from the nonprofit organization “Babin pas”, joined by our group alongside the groups of kindergarten from Novigrad, Vinkuran, Premantura and Poreč, also interested in dinosaur



Planning the project activity for the children

- Puppet show “Dino, dino, dinosauri”
- Workshops, presentations and field research on the localities with the footprints of the dinosaur with the help of the paleontologist A. Mezga from Faculty of Science Zagreb, Geology and Paleontology
- Clay modeling workshops and art workshops
- Visits to the paleontological localities on Brijuni and Game without limits in the land of dinosaurs
- Exhibition of the works “Dinosaurs in Istria in the eyes of children” and presentation of CD “Walking with dinosaurs in Istria”

Lidija Vujičić, supervisor of the project gave to the educators the guidelines to follow the children interests and to document the childrens learnings in the project, which is inportant for:

- **Self reflection**
- Which picture of a child is hidden in yours practice?
- How does it look like that child?
- What does it want and need that child?
- In what kind of environment is he or she?
- What does this child do or learn?
- **Follow the child, not the plan !**
- Every child look like an adult not a child.
- Listen to what children say – pedagogy of listening.
- Observe what children are doing, write, record, document, discuss.
- Understanding of a child start with listening.
- Educators directs towards observing childs learning, and not how to teach the children.

Documentatation-comunication-action

- **Task:**
 - Every member need to note one situation in educational group (video 5-10 minuts). It will be good to transform in transcript (written record)one part that you find especialy important.
- **Task**
 - Answer the questions:
 - Why do I observe?
 - When do I observe?
 - How do I observe?
 - In what way and by which means?
- Question that you need to answer before observing, before collecting the materials

Questions that we answer after collecting the data:

- What have I seen?
- What have the children said to me?
- On which way have they said it to me?

The goal is not to make an interpretation by answering the question why, but to come to new question to discuss with children.

Understand how the children are thinking!
Thats the goal of documenting.

After the holidays Dominik found an interesting branch and later on in kindergarten he made a sculpture of dionsaur from it.



Danijel and Zora made a dinosaur puppet for the theater of shading in which they perform for the children



Dominik joined them whit his figures



They invite on the show also the children from the younger group





We wrote on a paper what do we want to know about dinosaurs and we asked the parents to help us find out.



WE WANTED TO KNOW :

1. Why some dinosaurs have 4 fingers and some only 3?

Ana: because they are different kind.

2. Why some of them walk on 2 legs and some on 4?

Lana A: the one with 4 fingers walk on 4 legs and with 3 fingers on two legs.

When they were little they were hatched from eggs and they received so many fingers,

3. What is the difference between these two kinds of dinosaurs?

3 fingers:

Lana : They have a short neck

Aillan:

Ketlin: They fight for the meat and have claws

Lazarić: The ones with 3 fingers are herbivorous
because they are carnivorous

4 fingers:

They have long neck

They have spines on the tail

Don't have claws because they
don't fight

The ones with 4 fingers eat grass

4. Why do they have spines?

Arnoš: so that the others think it is grass.

Ketlin: So that they put their children between the spines to protect them from others who want to eat them.

WE ARE INTERESTING FOR:

5. People love to eat dinosaur eggs (Ketlin)

Arnoš: Wrong! Because when people eat this they said it's awful. This is only on the movie, this is not true.

Lazarić: That is not a true movie because it is awful and it was long time ago.

Lana: People can not eat this because the dinosaurs don't exist.

Noah: When something is for real it is written on the movie.

Iva: I saw it on the movie that a dinosaur defended the eggs.

Lana: If the people want to eat the eggs today, dinosaurs should be alive. That's way there is no eggs to eat because they don't exist.

Aillan: The eggs of the dinosaur are when you are digging for water, and if it is from T-Rex you have to put it back in the hole in order not to hatch.

Arnoš: The dinosaur's bones are dug and people bring it to the museum and when they are old they put it in the ground.

David: If they were alive they will still die because they wouldn't have air.

We research and classify the dinosaur toys

Carnivore

Herbivore



We asked the parents to collaborate in assessing the childrens interest for dinosaurs and they bring us references and movies



In the book we found that the biggest teropod is carnivore spinosaurus

Spinosaur was 12 metars long

The children are measuring the dimensions how big he was



It is not easy to measure the yard using a ruler!

Thats how long he was. From Tina to David



Lets see how bigger is from Lana



Everything reminds us of the dinosaurs and even this bunch of tree stumps - the graveyard of dinosaurs

These are the bones of the dinosaur



Look at that, the might be the head



Children are making dinosaurs from parts of wood that they have found. "Dinosaurs are finished, they got up on their feet"

Lana: look, mine is standing alone

David: look at my longnecked



Look, what's that in the distance! It simes like a
Pteranodon - flying dinosaur?!



Aaaa, it very much resembles a dinosaur but it's still just a tree!



When you look at him from the other side it has a different look!



In the forest Nika and Daniel are making dinosaurs of rock



Danijel triceratops



Nika oviraptor



A new book in the group will serve to revive dinosaurs from the book (How is that possible?) And to provoke childrens (and child-rearing and parenting) learning and theory making



Dinosaurs jump out of the book?

(video no.1)



Children's theories of reviving dinosaurs from the book (the children displayed graphically theories and educators write them - document - which later serves to compare the original and subsequent knowledge but also for comparison with the parental theories and proving to the parents what are able children to do and how important it is to give prominence to children's interests)



CHILDREN'S THEORY OF REVIVAL OF DINOSAUR FROM THE BOOKS

- Dominic: eye runs the dinosaurs. The eye is drawn on the book. We put the book in front of computer and dinosaurs come to life and so we sets them in motion. Eye movie it starts on cd.

Lana A.: cd has something inside that start the dsinosaurs it starts. Eye on the book, it should be near a computer and it starts-revive dinosaurs. The eye has an iron that is started - dinosaurs in the book-it is quiet and they're on a CD and then start we can see dinosaurs in front of us.

Educator: Do a computer have an eye that is watching you?

Lana: yes, he was looking at the book, dinosaurs and us and we can see everyone .

Educator: Do you know if we put another book would you see the same thing?

Lana: No, because there is no CD or eye.

We can revive our dinosaurs in shadow theater too! (**video2.**)



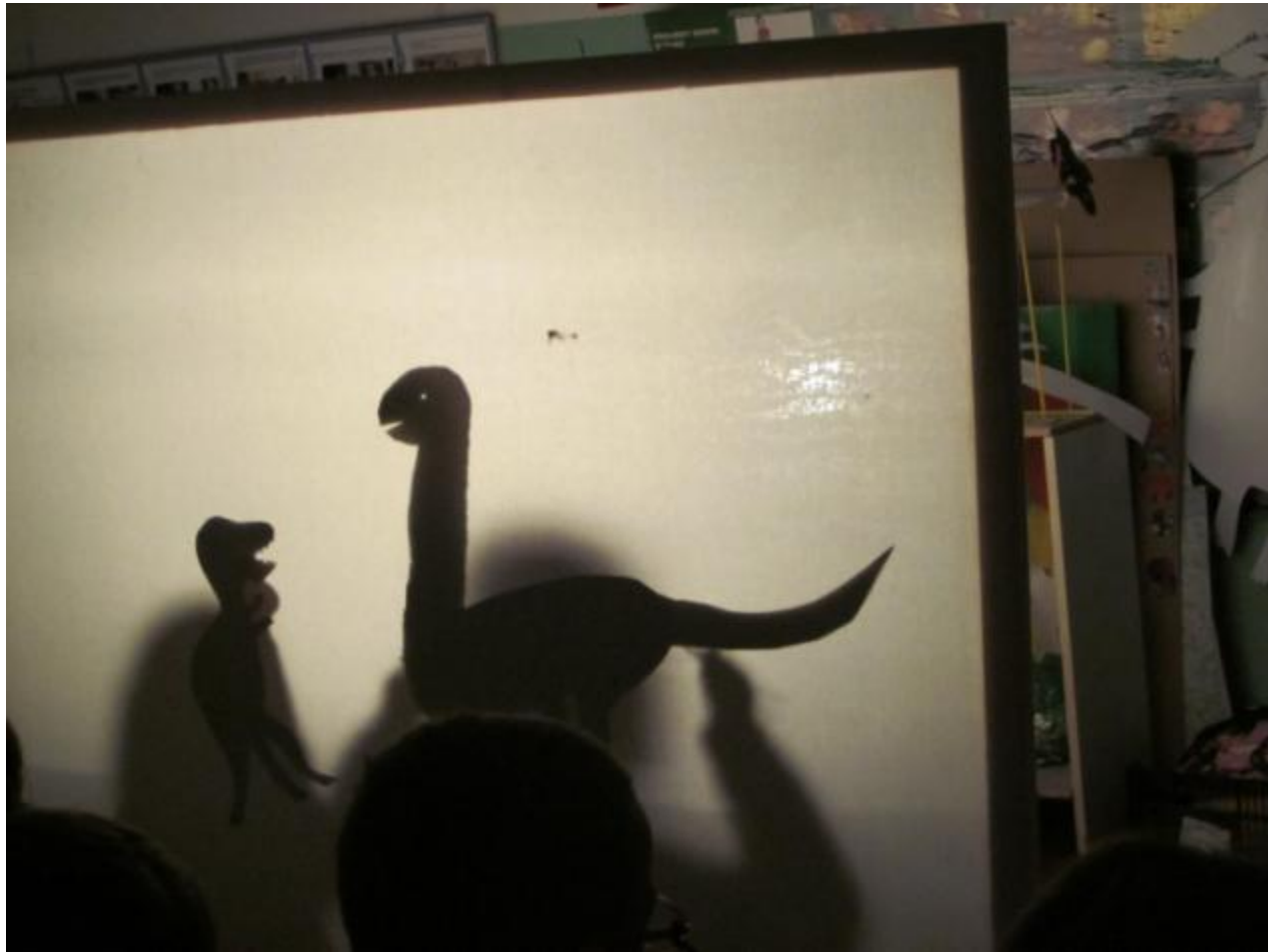
Lana is making a Diplodocus for shadow theater



She put the screws to be able to run
neck and tail



Children revive dinosaurs in shadow theater:
Terrible roaring- story they acted



Wow? Dinosaurs opens his mouth,
move the head and tail!



It's a great show!



Ketlin and Dominic want to start their real dinosaurs-they make an animated movie(video6)



ERIK captures children's attention with his statement: 'I have seen dinosaurs with thousand Breasts!'

- **VIDEO 3**—situation that we noticed - it was not planned , it happened suddenly in walks and according to the guidelines of the supervisor we didnt have a previous plan of observation and answers to the questions: Why do I look, how I look, but we recognized the great opportunity in which we can record how we manage a conversation with the children in a situation where child shows an interest - incentives and situations initiated by children (child statements that appear to us without a tie and funny can start researching in a project, give us new questions that we will continue to discuss with the children and provide opportunities for us to understand how they think).

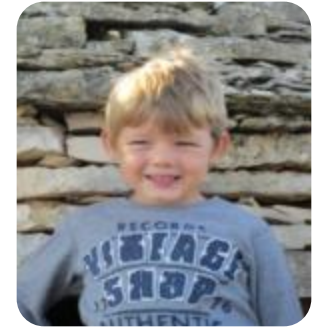


How by Eriks statement that he had seen dinosaurs with a thousand breasts , we came to new insights about documenting and videoreflecting the project and have discovered new routes and curriculum constructions (VIDEO3)



- Tasks:
- 1. Watch the video in which Eric says that he saw a dinosaur with a thousand breasts
- 2. divide into groups of 10 and do a reflection using these guidelines :
 - What I saw?
 - What have the children said?
 - In what way have they said it?
 - The aim isnt to do an interpretation answering the question why, but to come to new questions which will be discussed with the
 - To understand how children think and learn, that is the aim of the project.
- 3. On the level of your group, based on the video "Dinosaur with a thousand breasts" project and discuss a possible continuation of work on that topic (put yourself in the role of the educator in the group portrayed in the video)- write down the guidelines which will be presented by one group member to others.

How by Eriks statement that he had seen dinosaurs with a thousand breasts , we came to new insights about documenting and videoreflecting the project and have discovered new routes and curriculum constructions (VIDEO3)



IN THE VIDEO REFLECTION, THE EDUCATORS PROJECT ON THE POSSIBLE SOLUTIONS AND CONTINUATION OF WORK ON THIS TOPIC

1. To revisit the videotapes with children
2. To inspire Eric to find out where he saw a dinosaur with a thousand breasts
3. To ask Dominik to think again about who has breasts
4. To separate the breast theories:
5. To watch the video again and talk about their theories

Encourage children to look in the literature (which we previously prepared) of their theories and to try and draw.

By the childrens reflection of the video we discover the meaning of Dominiks theory that male dinosaurs have breasts: he shows us a picture of what he thought to be breasts for feeding baby dinosaurs, but were in fact chest muscles . The educators come to new insights about the importance of listening to children and giving meaning to their statements.

During the reflection a girl (Laura) asks the question: why does an Oviraptor steal eggs, that also sparks the childrens interest into the egg thieves. She decides to draw a short comic, and writes a short story.

Transcript of children conversations, and reflections on the video in which Erik says he saw a dinosaur with a thousand breasts

- 01.02.2012. – together with the children we review the video of Eriks dinosaur with breasts
-
- The children knew why Erik said this:
- Dominik: Erik said that he saw a dinosaur with breasts because we had seen a tree with a branches and circles on it which looked like a dinosaur to him
- Ketlin: I have never seen such a dinosaur, maybe you can climb these breasts. Maybe he saw it in a museum!
- Dominik: A dinosaur with a thousand breasts doesnt exist, he made it up. One can only have two breasts.
- Ketlin: When Beba visited a museum, she saw a dinosaur skeleton on.
- Dominik: The breasts could be the dinosaurs muscles!
- Ana: I think the tree is pregnant.
- Laura: Maybe it was in a museum.
-

Eriks theory motivates other children to explore
how dinosaurs are born (video5)

- Ana: they hatch from eggs but their mother breastfeeds them.
- Dominik: but, a male t-rex also has breasts , ,
when the mother dies, he uses them for
water- those are his muscles.
- Iva S.: the mother lays on the eggs until the
dinosaurs hatch, like a chicked does.

After these conversations we review, together, the video where the children give their theories on dinosaurs and eggs!

- Ketlin:: I think dinosaurs dont have breasts because they dont drink milk, they only eat meat, or leaves- plant-eaters
- Dominik: those bumps is the dinosaurs skin, and when they eat a lot, it grows big, but when they are small they dont have those bumps that look like breasts.
- Odgajatelj: are these bumps breasts, or is it something else?
- Dominik: muscles!
- Ana: small dinosaurs dont have muscles because they dont fight, so they dont need them.
- Ketlin: Their mom and dad care for them and protect them.
- Laura gets involved and asks: Why do oviraptors steal eggs? Do they eat them?
- Leon:Yes they want to eat them!

During the reflection a girl (Laura) asks the question: why does an Oviraptor steal eggs, that also sparks the childrens tnterest into the egg thieves. She decides to draw a short comic, and writes a short story.



Dominik finds out that an oviraptor (egg stealing dinosaur) was over 2 meters big and draws it lifesize.



DAVID, IVA I LAURA make a labyrinth out of wood, to try and stop the oviraptor from stealing the eggs, and make up their own game with measuring the time needed to cross the maze.

VIDEO - LABIRINT



ANA makes a maze with plastic sticks and asks children to try and find a way to the eggs in the centre.



A group of children thinks of a new game for 5 players-dinosaurs who must cross the maze by moving with the numbers they get when throwing a dice. They have marked the paths in the maze by gluing old paper calendar numbers .

The educators reflect upon the video “Dinosaur with a thousand breasts”- the situation which gave us a different view on children overall

Educators considerations:

The project „Walking with dinosaurs in Istria “ enabled us:

- 1. To create conditions for a more intensive collaboration with the colleagues**
- 2. That this collaboration , using the instructions about the documenting of interests and possibilities we got from the supervisor, is truly done professionally, - the dialogue and discussion were primary and paramount.**
- 3. The dialog enabled the conditions for understanding child behaviour and interests in the project, but also the further possibilities of projections, and activities, and not to impose our own opinion.**

Which means that we didnt discuss with the aim for someones opinion to win or that we defended our own idea which we wanted to impose, but that the discussion was a tool for the complementation of views on education and observations from different viewpoints. I experienced my colleagues as a true and friendly critic who are here to help me to refresh my own strategies i use in work and to change those strategies which are not constructive enough and who dont help me in the process of documentation the process of learning.

- *All of this has led to further changes in the view of possibilities for children primarily in the importance of listening to children and then when we thought that what the child said makes no sense.*

Children find bones in the ground and wonder if they are dinosaur bones

Laura takes them to the kindergarten

Noah washes them



Ana found some teeth and wants to make her own museum– reconstruct the entire dinosaur

“first i have to wash them”

“they could fall out because they are not very strong”



We see dinosaurs everywhere we go



In a field we find a stegosaurus

“ we just have to add the spine tiles”

“ this will be the leg”...



DOMINIK: "finally a real leg"



NOAH: "heres the second one"



Now we will add the fingers

**Stego is a carnivore who walks
on four legs**



and has four fingers



What else is missing?

The tail!

...and an eye



It is finished, but we cant take it to the kindergarten, it
is too big!



We couldn't take it with us, but we brought new things to the kindergarten

Toy dinosaurs the children brought



The reading tent where all the books about dinosaurs are



An art workshop by Noel Šuran where we made graphic prints with an imitation of dinosaur skin



We are more and more interested in dinosaurs and we ask questions and theories about them

- The question that was asked Ana by 02/07/2012. After we found in the research literature, photography prints about dinosaur in GUSTINJA near Rovinj
- ANA: how are dinosaur footprint visible and they lived long ago? If a cold wind blows could it bury that trace?
- Dominic: If you can't see traces the researchers can paint them gray to see, to know next time where to go..
- **LAURA:** Because the meteorite fell, strong and blew the sand away.
- **DOMINIK:** Was a meteor, and ignited with a spark imprint and it is burned and was eventually burned down and you could see black.
- **DAVID L.** No one has seen it so it is not trampled upon and are still seen
- **DOMINIK:** They are soft and when they broke the other as the hoof: the fifth finger and left no remains. They have nearly circular foot as hoof. Research investigator if they possibly can, and if you dig the earth is soft

Paleontologist Alexander Mezga answers our questions about dinosaur footprints found in Istria(video 9)



In Solaris- a site with real fossilized dinosaur footprints we saw how it looks in reality



We found real footprints

We stepped into a four-fingered sauropod footprint



We touched the three-fingered carnivore terapodus footprint



We took cast clay moulds of the footprints

First we covered the print with liquid soap and nylon foil...


And then we poured in the clay and waited for it to dry





In the mud of a nearby swamp we found out how these footprints were made, millions of years ago, and we made our own footprints in the mud



What we asked the dinosaur expert:

- 
- Laura: why does a parasauropus have a crest on his head?
 - Danijel: how did the continents shift and merge in the time of dino?

- 
- David: how do paleontologists dig through rock?
 - Aillan: are there any five-fingered dinosaurs?

- 
- Ana: which dinosaur ran the fastest?
 - Ana: how have the birds developed out of dinosaurs ? Did the extinct dinosaurs turn into birds when they died? (video – Ana vodi polemiku s dinosaurologom o evoluciji)



How are the children led the polemic with the paleontologist? 12 video: ana leads polemic about evolution? 13 video: david polemics about the accuracy of slides depicting the grass in dinosaur age? Video 14: children discuss teeth that are found in the ground digging



- Task:
- 1. First see video in a group situation - discussions with paleontologist
- 2. divide into groups of 10 and do a reflection using these guidelines :
 - What the kids are doing on the tape and what it means for them?
 - How do they think and solve problems they engage in?
 - What and how do they talk to each other?
 - What does this recording tell me about the overall environment?
 - but also "Have I participated in the activity, if yes how much and how?" but also on "How children perceive, what sort of expectations I have of them? "
- 3. at your group level make a video analysis based on the guidelines that you have and write down your answers to empty features on paper - that will later one group member present

**“On the illustration we saw there is something wrong!
They drew grass which didnt exist in the time of
dinosaurs“. David**

What are the children
doing during the
presentation, and what
does it mean for them?

**Educator concludes the reflection: children
review and think ,and do not take for
granted what they have someone present,
even if it is from an expert or authority.**

How they think and solve issue
of concern? **WHAT DO THEY
TALK AMONGST THEMSELVES?**

**From the foregoing we see not only how they talk
to each other but also how they speak to those
who have authority and in fact is not perceived as
an authority but as if he is at the same level with
them. They enter into a discussion. We notice that
the children use the knowlege from the literature
brought in and which we read to them.**

“On the illustration we saw there is something wrong! They drew grass which didnt exist in the time of dinosaurs“. David

What can we deduce from this video about the overall environment.

1.That facts are not imposed on them.

2.That they find answers and solutions alone, we read to them from the books that they bring dependent on what they are interested in- we look for answers, withouth the aim to memorize something but to utilize it and remember it that way, and to talk about what they learn, contradict it, and scrutunize it- not to take it from granted based only on the presumption of authority or expertise (it being dogmatic, doctrinal).

They direct the discussion and ask about the teeth that they found, show them and comment, try to find the answer to what species they belong to. Herbivores or carnivores. Ana said they had such teeth because they ate only green. David L. commented that our - human teeth are for all types of food..

What does this video tell me about how the environment affects the quality of the recorded activity

What does this video tell me on the quality of interventions, but also “was i involved in the activities, when ,how?” but also how do i percieve children; what do i expect from them?

In this situation - in this conversation, it was very good that he (Mezga) allowed children to talk with him not putting himself in a superior attitude - of an expert presenting them something that they did not know. He was asking them questions through which he gave them the opportunity to respond and think about possible solutions. A good listener – he had not given the answer untill all the possible solutions were expressed..

Reflecting on videotape presentations of the paleontologist
kids ask new questions that reveal to us the interests of the
child



PITANJA, DILEME I TEORIJE KOJA SU DJECA POSTAVLJALA TIJEKOM REFLEKSIJE

QUESTIONS ABOUT THE SIZE OF DINOSAURS

- Ana: why dinosaurs were bigger than people?
- Noah: Why were some dinosaurs larger and some smaller?
- Daniel: why tirex was higher than triceratops?
- Tina: What is the biggest dinosaur?
- (video 15 : video4247, 4258,4259,8677)

QUESTIONS ABOUT GRASS

- anijel:zašto nije bilo trave a palme jesu? (video 16, 4257.)
- Laura and Dominic theory: maybe it did not rain (video 4267, 4268)
- Anas theory of how we know there was rainda :the dinosaurs lived and the had to drink; Noahs theory of the hard soil so grass couldnt grow , ; Luras theory that grass was buried deep beneath the ground so it couldnt grow; Daniels contribution:when humans were made the grass grew everywhere. Ivas contribution:if it rained, the ground had to be wet so the grass would have grown(video 4269)
- Erik: grass didnt exist so dinosaurs wouldnt tripp and fall! (video4271 pri kraju)

HAVE DINOSAURS EVER LIVED HERE IN ISTRIA?

- Noa: they never lived here
- Dominik:they lived here in Istria, we know that by that song! VIDEO 17(4270)
- Dominik: people also found their bones and eggs here
- Laura: we know for sure that they lived here because me and Erik discovered bones the other day (4271 , 4273)

Based on the questions the children asked, educators predict possible further activities

- **measure and size ratio of the dinosaur interest them constantly**
- **(Give them a tape on which you will make the length and height of a dinosaur that interest them)**
- **prints that we made-to measure - to make a dinosaur on the basis of the fingerprint (you can use wire)**
- **GUSTINJA visit - the site with the largest dinosaur print**
- **interest in the grass - to try to find when it appeared ; arrange to bring expert biologists with which to check our own theories**

Based on the questions the children asked, educators predict possible further activities



THE INTEREST IN SIZE AND MEASURES IS FOLLOWED WITH FIRST MEASURING THE HEIGHT OF EVERY CHILD IN THE GROUP AND COMPARING IT WITH DINOSAUR

THEY USE PAPER ROLLS TO MEASURE THE SIZE OF THE DINOSAUR

Dominik interest in size goes in the direction of drawing a life-size dinosaur

David's interest in mathematics and measures is followed by depicting a life-size - 23 m Brachiosaurus dinosaur in the playground

David's interest in mathematics and measures is followed by depicting a life-size - 23 m Brachiosaurus dinosaur in the playground



David has previously made 4 models of dinosaur footprints from cardboard to help indicate where the feet would be on the playground

Then he placed them on the playground after measuring approx. where they would be (what the spacing between individual feet would be)



**Four children layed to depict the
lenght of one dinosaur leg**



**David measured, calculated, and wrote
down all the dimensions needed**



Othe Brijuni islands, together with a paleontologist we explore footprints of a therapodus just like this one



Each child found one footprint



There we also competed in “games in the land of dinosaurs” against all the children from other kindergartens involved in the project



On Brijuni we also saw dinosaur egg replicas



21.04. –a fieldtrip to Trieste, Italy together with paleontologist A. Mezga

**We visited the NATURAL
HISTORY MUSEUM**

**We saw the skeleton of a hadrosaurus found in
Villaggio dello Pescatore near Trieste**



We also visited the quarry where the dinosaur was found



Children in quarry listen how someone “breathes in stone” (video 21)

This situation was critical in our observations of us educators on children's statements (again they were funny to us and we hadn't taken them seriously, but the paleontologist gave them significance and found meaning in them)

Educators reflections

- *. Collaboration with experts in particular paleontologist who had a role in bringing closer to the children the world of dinosaurs. He listened to the children in their statements, explanations (Ana's understanding of evolution and the question "how the birds emerged from the dinosaurs when they died and the worms eat their skin, bones remain in the ground, as then the birds came out of them?") And after that in a very simple way to explain a scientific theory or a situation or encourage them to come up with solutions themselves.*

Particularly interesting to me that in situations that were funny to us so we gave them no importance, the scientist derived meaning from them, for example when Erik said in an interview that he was told that he had seen a thousand breasts on a dinosaur, the expert asked him "Where were his breasts?" When Erik told him and pointed to the back the expert asked, "you are thinking of the spine? Erik then said that it was his spine and back plates and he thought they were breasts. "

Tinas work for the main menu for the interactive CD
“Walking with dinosaur in istria” which came out of the
project



Presentation in Novigrad: exhibition games and professional conference



Final educators reflections

- *I'm just now by doing concrete video reflection for the first time realized what it means teacher reflective practitioner. That's what we read in books, about it we can listen to at college, but until you convince yourself concretely doing a video reflection (of course ranked according to the instructions of supervisors) can not figure out what it actually does. Looking at myself and the children in the video you come to new insights into the way in which the children do, how you talk, what did you mean when you ask the question, you mean them to bring to these issues, and how you are asking questions that encouraged the children, or whether they were motivated to "return the ball" and gave them the ability to continue to think and come to their own particular solutions.*

(Karmen Uljanić)

Special value and benefit of this mode is that the children and teachers gain new experience in the area of interest so as to appreciate each other more, listen to each other and together find solutions and answers to the questions that interest them

(Tanja Križmanić)

What do you consider particularly valuable in relation to the documentation of the learning process and with children? Did you develop this type of skill in documenting the full sense its importance?

- It is important that the video footage of children in certain situations: interviews - each other, random, unplanned without predefined time recording, but the moments when the children showed some interest-became the most valuable material documenting the learning process and the monitoring of children's interests that we review and reflection become the guidelines for future work on the project. *(Karmen)*

- Yes, the documentation is really necessary and important in the process of monitoring children and I think that without it we would not be even aware of the importance and value of the entire project. (Tanja Križmanić)