

CHILD INTERVIEW ABOUT SCIENCE ATTITUDE AND UNDERSTANDING OF A SCIENCE CONCEPT

The two interviews should be done with one child you select (with your cooperating teacher's advice and permission) from your field placement classroom. Conduct these interviews individually with the student.

PART I: Child's Science Attitude Interview

Ask the students the following questions:

- What is your favorite subject in school? What is your least favorite subject? Why?
- When I say the word 'science,' what do you think of?
- What does a scientist look like? (Have them draw a picture of a scientist and explain their picture.)
- What types of things do scientists do when they are at work?
- Who becomes a scientist? What are their families like?
- Do you know any scientists? If so, what kind and what are they like?
- Have you ever done science activities? What were they? Where did you do them? Did you like these activities?
- Could you become a scientist? Why or why not?
- How is science different from other subjects you learn in school?
- Tell me something you learned in science class that you enjoyed, found interesting, and had fun learning.
- Tell something that you didn't enjoy doing in science class.

You want to be sure to prompt them beyond just one or two word answers to these questions so you can dig deeper into their attitude. In your paper you can write out the questions and quote their responses, but you will need to add a narrative summary in which you draw conclusions about their attitude toward science.

PART II: Child's Science Concept Interview

Find out a science concept that the child is currently studying or has studied this year (ask the child...ask the cooperating teacher). Find out a bit about what the unit or lessons were about so you can ask the right questions.

OR

Ask the child a question about the topic such as "What happens when water freezes?" or "What does it mean to be alive?" or any other concept or 'big idea' questions related to the videolesson you taught. Encourage the child to draw or make a diagram to help her/him explain the concept to you. The child could also use some materials from the science kit to show you what they understand about the concept.

Again, write a narrative summary of the child's understanding of the concept. What do you know about the child's understanding? What kinds of misconceptions does he/she have about science or scientists? What factors may have caused the misconceptions (e.g., missed instruction, developmental issues). How would you proceed with this child to further their interest and knowledge in science?

Be sure to support your summaries with evidence from what the child told you or drew for you.

Length: 3 pages