

Maths for Minis
Bückerburg,
06.-18. January 2020

**Report of the implemented observation in Bückerburg /
Germany regarding the project:
“MATHS FOR MINIS”**



Maths for Minis in Bückeburg January 2020

- List of content

1. Participation
2. Numbers of participants
3. Observation Points
4. Examples of comparisons and their results
5. Children's motivation: feeling well?
6. Reaction and communication: positive emotions ?
- 7.1. Endurance and time: enough time?
- 7.2. Endurance and time: get bored?
8. Accompanying adults: asking for help?
9. Impressions
10. Summary

1 Participation

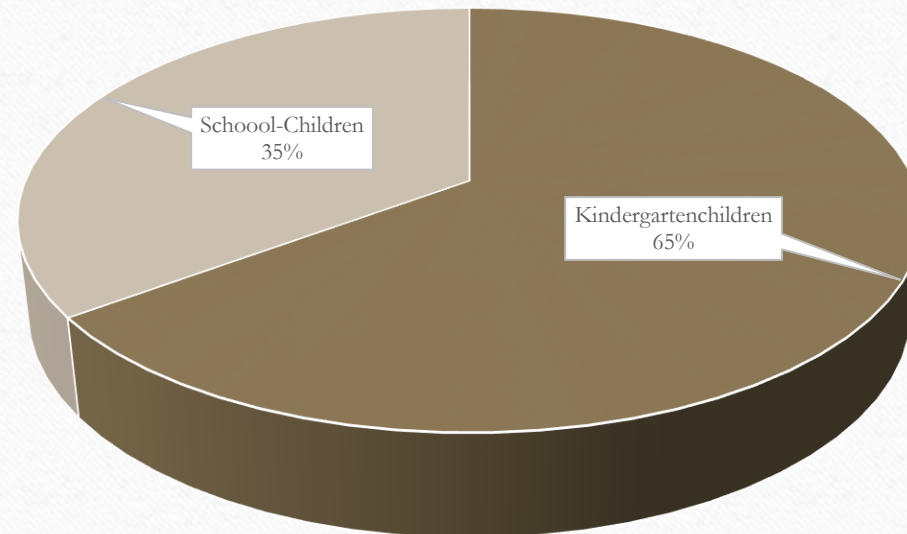
- Total Number of children:

Kindergarten: 559

Elementary School: 303

Total Number: 862

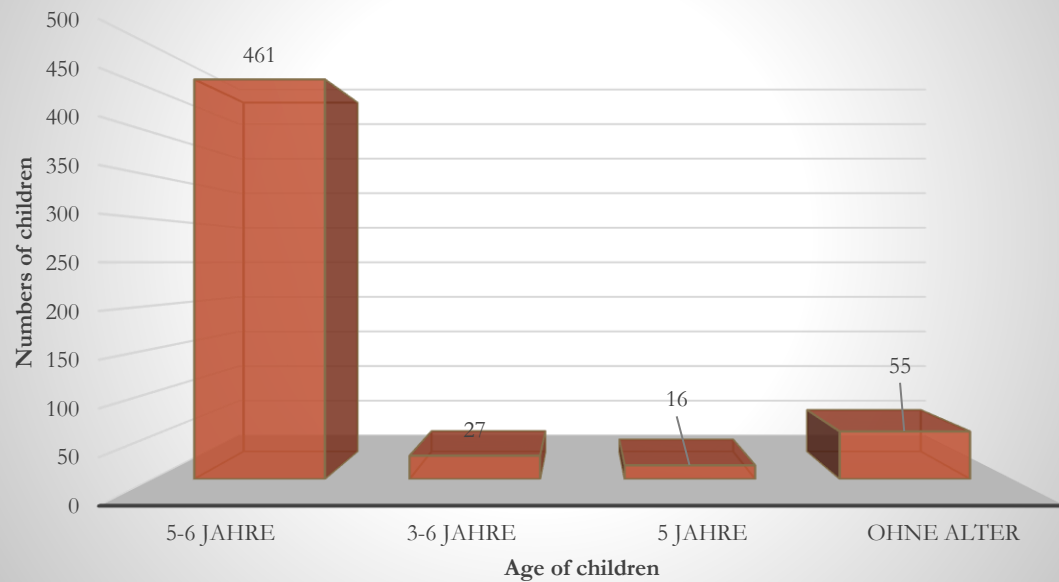
Total numbers of participants: 862 (children)



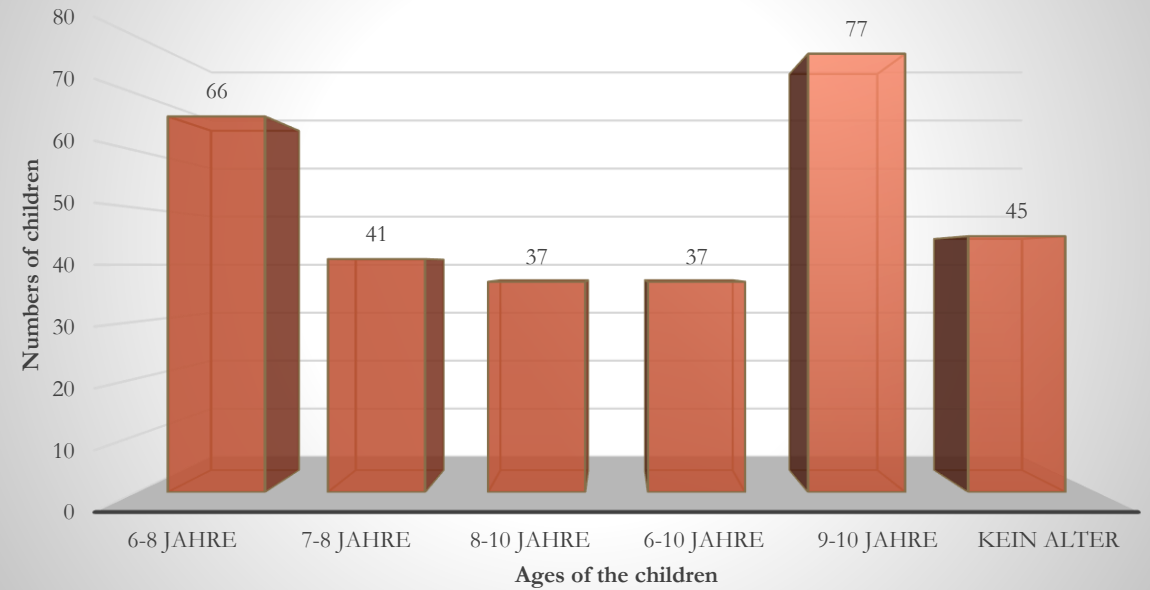
■ Kindergartenchildren ■ School-Children

2 Numbers of participants

Numbers of Kindergarten Children (559)



School-Children (303)



3 Observation points

- The main focus of this observation was on children from Kindergarten and from elementary schools in order to compare both groups
- Total number of analyzed questionnaires:
12 (elementary school) + 36 (kindergarten)
- (Two questionnaires without any data about the numbers, which were not evaluated in our study)

BERUFSBILDENDE SCHULEN RINTELN
 Mini Mathematikum

Grundschkinder
 Datum: 13.01.20 Uhrzeit: 8:00

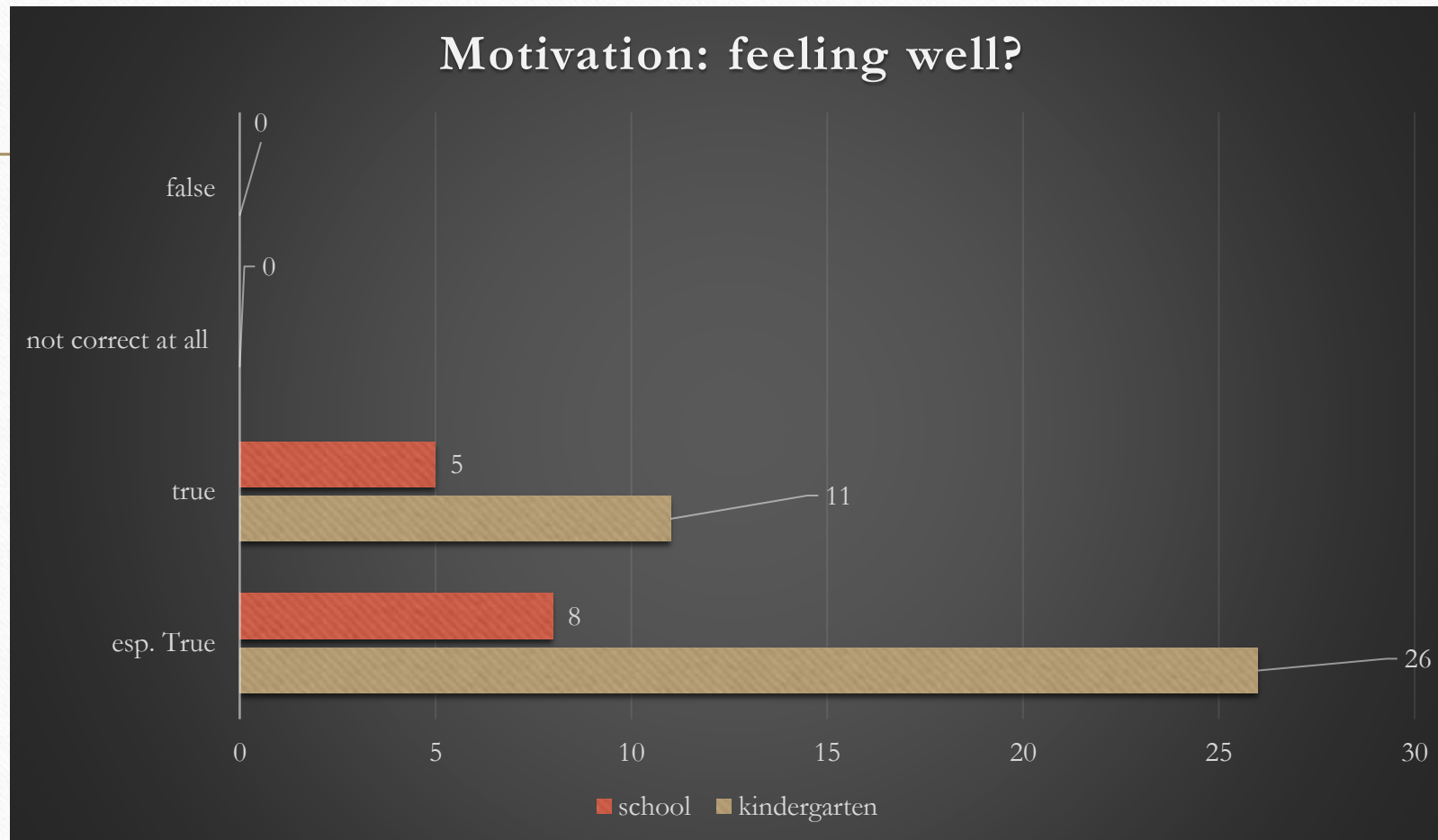
Name (Beobachtete): Anton Wollner
 Beobachtete Gruppe: 95 am Haus 4f
 Alter der Kinder: 9-10 Jahre
 Gruppengröße / Anzahl der Kinder: 20
 Anzahl der begleitenden Erwachsenen: 1

	Trifft voll zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu
Thema: Motivation				
1. Können sich die Kinder für die Spielstationen frei entscheiden?	X			
2. Haben die Kinder Interesse an den Spielstationen?		X		
3. Fühlen sich die Kinder wohl in der Ausstellung?		X		
4. Können die Kinder die Spielstationen erkunden?		X		
Thema: Reaktion und Kommunikation				
5. Zeigen die Kinder positive Emotionen? (Begeisterung, Freude, etc.)			X	
6. Sprechen die Kinder über das Erlebte?			X	
7. Nehmen die Kinder Kontakt zu anderen Kindern auf? * siehe Beob.			X	
8. Konzentrieren sich die Kinder an den Spielstationen?		X		
Thema: Ausdauer und Zeit				
9. Gehen die Kinder an viele Spielstationen?		X		X
10. Sind 90 Minuten ausreichend Zeit?		X		
11. Langweilen sich die Kinder?		X		
12. Beschäftigen sich die Kinder über einen längeren Zeitraum?		X		

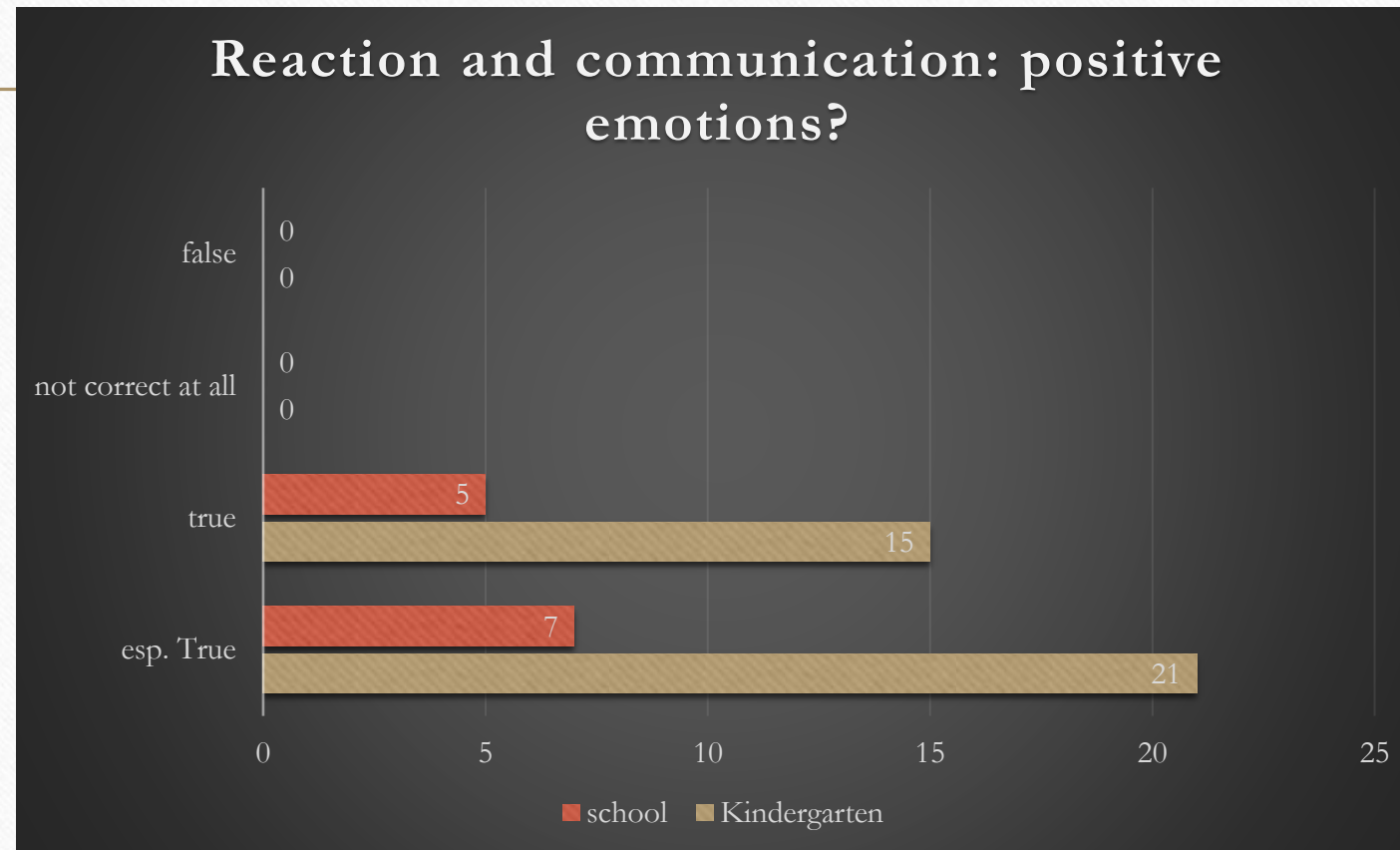
4 Examples of comparisons and their results

- Can we observe differences in behaviour between Kindergarten children and school children?
- E.g. Motivation: Do children feel well in the exhibition?
- E.G. Reaction and communication: Are children happy at the playstations?
- E.G. endurance and Time: Are 90 Minutes enough for children to explore all the exhibits?
- E.g. accompanied adults: are children searching for contact to adults (in order to get help by them)?

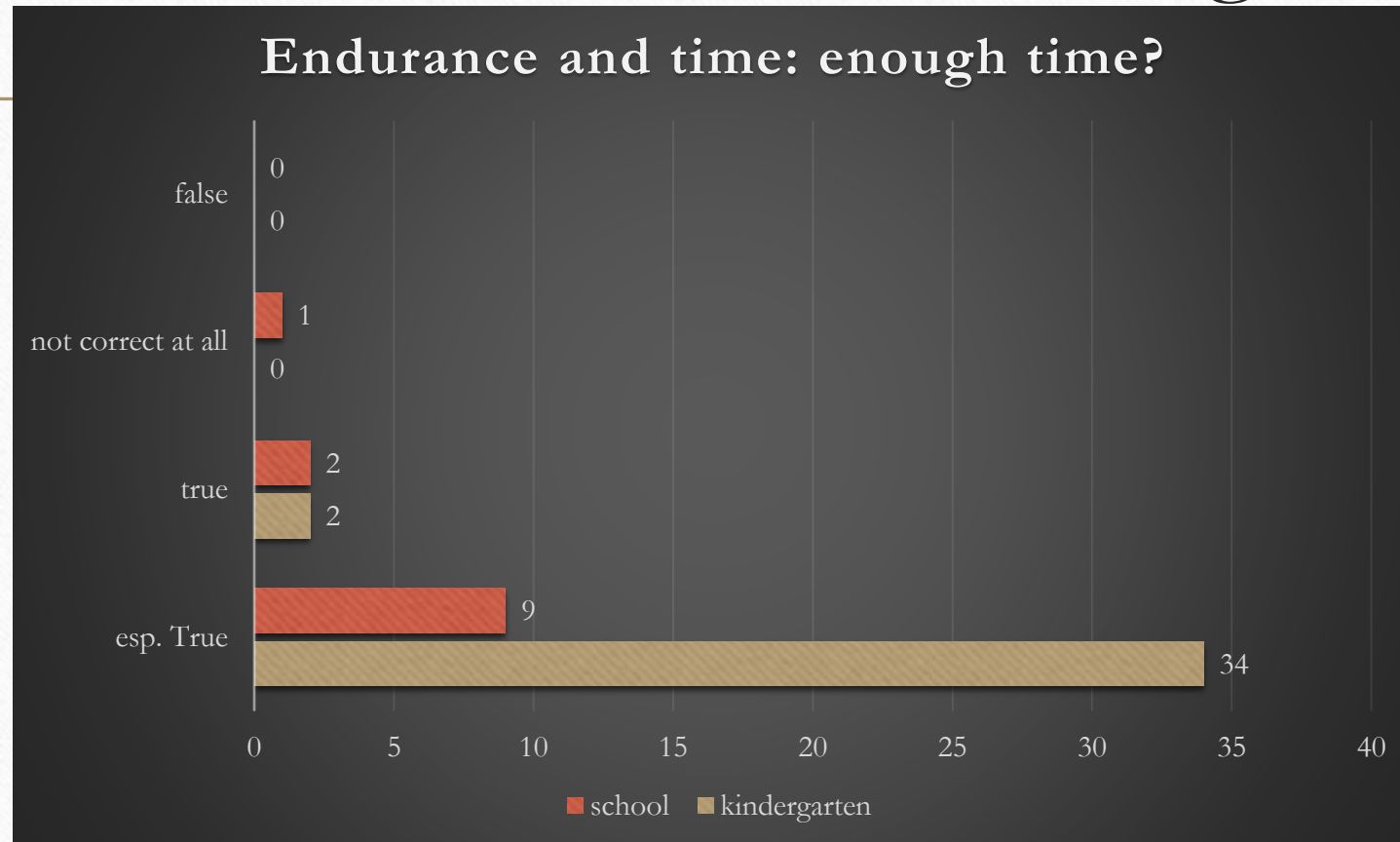
5 Children's motivation



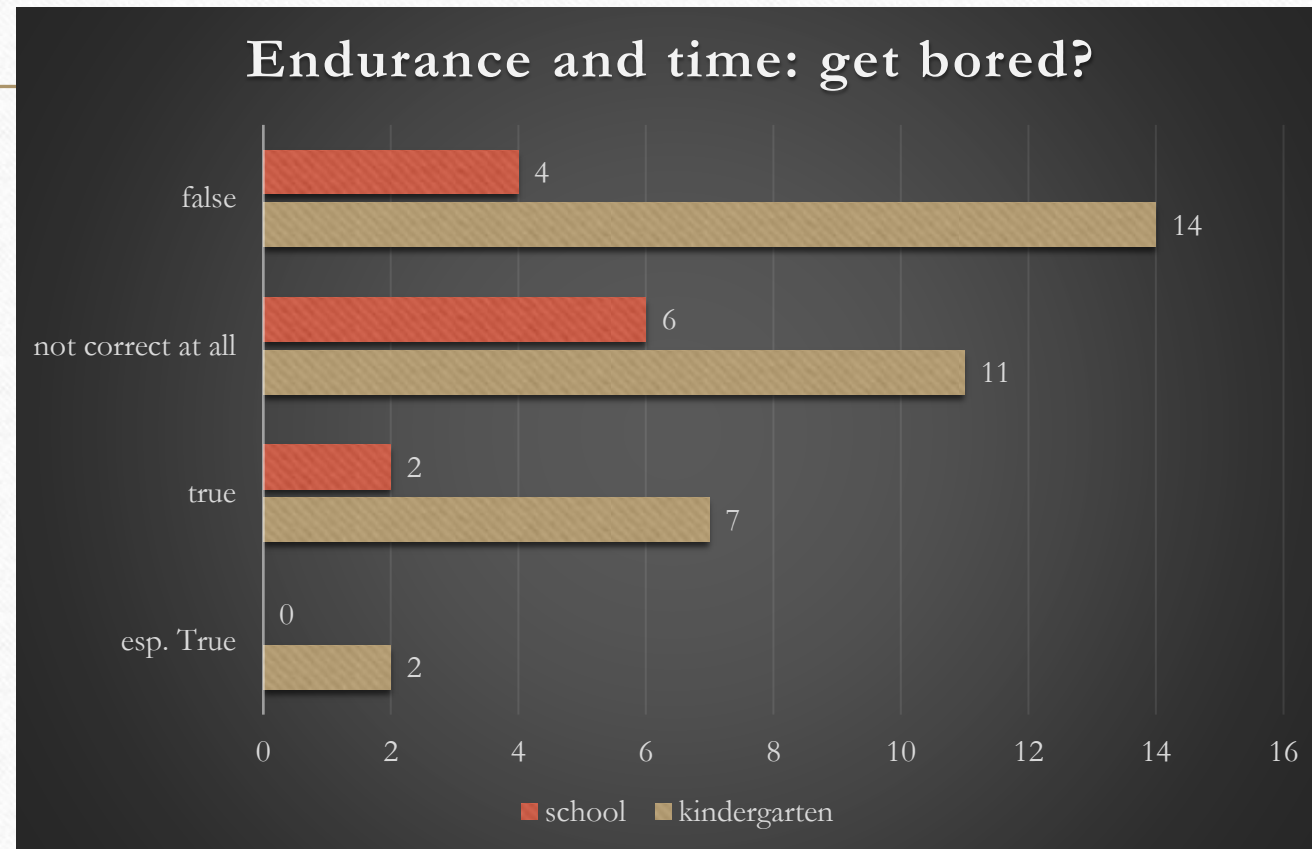
6 Reaction and communication: feeling well?



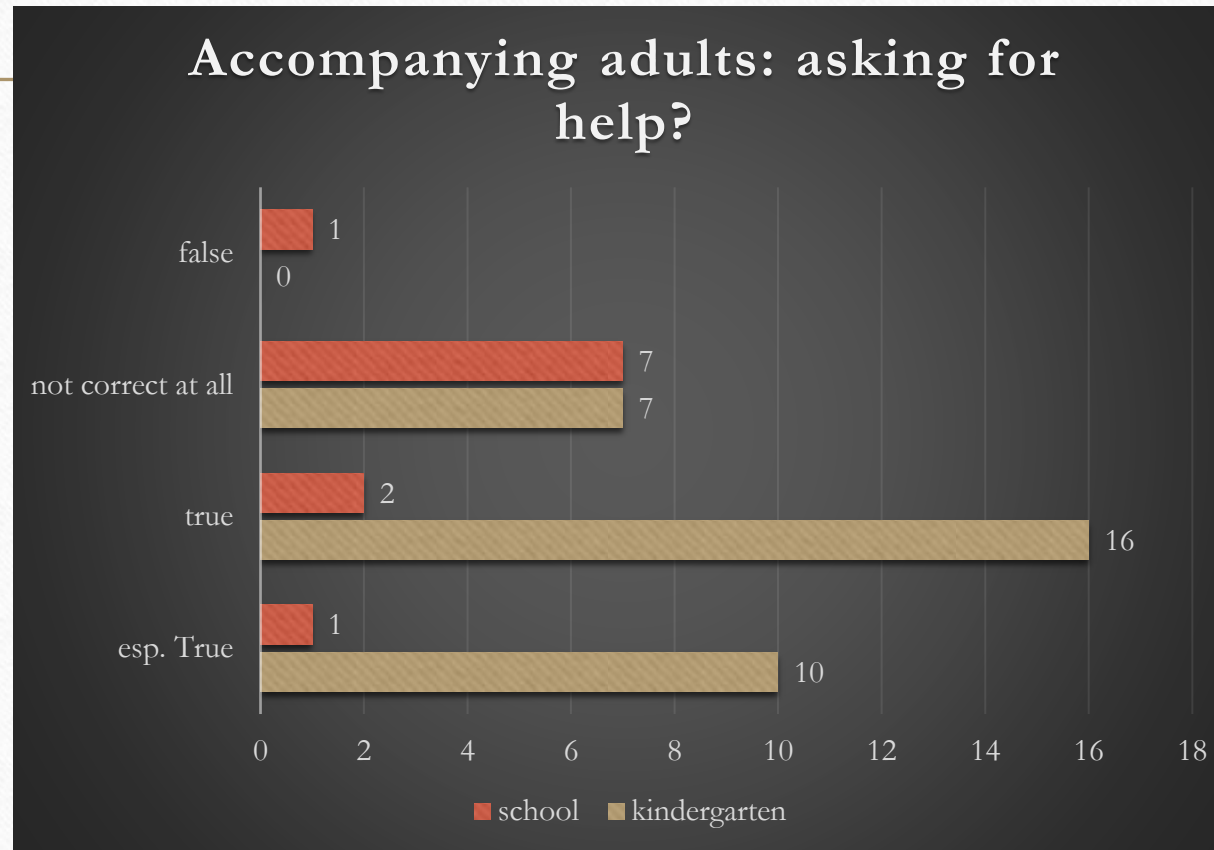
7.1. Endurance and time: enough time?



7.2. Endurance and time: get bored?



8 Accompanying adults: asking for help?



9 Impressions

10 Summary

- All the children had fun and were impressed .
-

• In discussions with the students the time of 90 minutes were criticized as a too long period of time. The students very often observe, that children get bored during that time and began running or losing their concentration. In discussions with teachers and other accompanying educators those adults told, that 90 minutes are exact the right time for all the children. This different result of observation of students and educators would be an interesting point to observe in future times.

10 Summary

- There seems to be significant differences in playing with the exhibits between older children and younger ones. Those differences couldn't be detected by our observations, because there were not enough older children for a comparison with significant results.

Thank you!