DISSCUSSION GUIDELINES (ECD and ABET)

DISSCUSSION GUIDELINE – ECD

1. INTRODUCTION
2. RADIO PROGRAMMES – TAPE

2.1 OBSERVATION (as children are listening)
2.2 DIRECT QUESTIONING

DISSCUSSION GUIDELINE – ABET

1. INTRODUCTION AND PREAMBLE
2. EDUCATIONAL PROGRAMMES ACCESSED VIA THE MEDIA
3. LANGUAGE FACTORS
4. SPECIFIC PROGRAMME ANALYSIS

DISSCUSSION GUIDELINE – ECD

1. INTRODUCTION

   Play a game with children

2. RADIO PROGRAMMES – TAPE

   2.1 OBSERVATION (as children are listening)
   
   o Concentration span (when does fiddling start to occur, or any other movement that is relating to lack of concentration)
   o Reaction of the programme while listening (activity/expressions)
   o Participation (voluntary without prompting)

   2.2 DIRECT QUESTIONING
   
   o What programme did you just listen to?
   o What were they talking about?
   o Do you know the people who were talking in the programme? Have you heard them before?
   o Can one of you tell me what was happening in the programme we have been listening to? (SELECT ONE CHILD).
   o Individual repeat of detail – PROJECTIVE TECHNIQUE

DISSCUSSION GUIDELINE – ABET
1. INTRODUCTION AND PREAMBLE

Warm up, brief overall introduction of objectives of discussion – educational programmes on
the radio.

2. EDUCATIONAL PROGRAMMES ACCESSED VIA THE MEDIA

- Establish in general, for which "educational areas" is the radio accessed, with reasons
- PROBE: Medium used for natural sciences (physical science, chemistry, biology),
  mathematics

  MEDIA/SUBJECT ASSOCIATION – This exercise will incorporate writing down the three main
  media types and associated subjects for each, and cross-media/subject analysis.

  TELEVISION/SUBJECT ASSOCIATION (which subjects are associated with television), with
  reasons
  RADIO/SUBJECT ASSOCIATION (which subjects are associated with radio), with reasons
  NEWSPAPER/SUBJECT ASSOCIATION (which subjects are associated with newspapers), with
  reasons
  CROSS-MEDIA/SUBJECT ANALYSIS: For each subject mentioned, PROBE aspects suitable to
  radio (e.g. physical science, why are certain aspects not suited to radio?) REFER TO ALL
  SUBJECTS WRITTEN DOWN

3. LANGUAGE FACTORS

- What languages do you speak? And read? WRITE DOWN LANGUAGES IN COLUMNS
- What subjects do you find easy to understand in …? (ASK FOR EACH LANGUAGE AND
  WRITE DOWN UNDER APPROPRIATE COLUMN. PROBE REASONS).

  LANGUAGE/RADIO/SUBJECT: Respondents will be left for about 5 minutes to decide which
  subjects are most suitable on radio in what language. ESTABLISH REASONS FOR
  ASSOCIATIONS.

4. SPECIFIC PROGRAMME ANALYSIS

- Which educational radio programmes did you listen to in the past week? WRITE DOWN
  PROGRAMMES
  Was this for any particular subject?
  BENEFIT CHAIN: What are the benefits of this programme to you personally? And the
  benefits of ... (PREVIOUS BENEFIT MENTIONED)? And the benefits of ...? ASK UNTIL ALL
  BENEFITS ARE SATURATED.

  INSULT GAME: We are all usually polite people, I would like you to each think of the one
  thing that irritated you most about the programme. In other words what one aspect of the
  programme would make you want to insult it? Anything else?
- What else should be included on this programme to make it easier for you?
- Image of the programme: How would you describe this programme, what type of person is it presently? What type of person would you like this programme to be? Why?