

# Circle time in pre-school class: A study about sex-year-old children and their experiences of participation in two different circle times

Agneta Simeonsdotter Svensson

Department of Education Communication and Learning, University of Gothenburg, Box 300, SE 405 30 Gothenburg, Sweden

## Email address:

[agneta.simeonsdotter@ped.gu.se](mailto:agneta.simeonsdotter@ped.gu.se)

## To cite this article:

Agneta Simeonsdotter Svensson. Circle Time in Pre-School Class: A Study about Sex-Year-Old Children and Their Experiences of Participation in Two Different Circle Times. *International Journal of Elementary Education*. Vol. 3, No. 4, 2014, pp. 98-104.

doi: 10.11648/j.ijeedu.20140304.12

---

**Abstract:** The purpose is to study children's participation in two different circle times. The theoretical starting points consist of the socio-cultural theory and the developmental pedagogy theory. Developmental pedagogy emerged from empirical studies where there was a dynamic interplay and close cooperation between children, teachers and researchers. Data collection methods are: video recording/observation using a digital video camera and interviews with children in the form of talk about questions based on the videotaped circle time context. What are the differences between the two circle times? The study shows that children were participation to varying degree in circle activities. In circle 1 the theme was not problematized and the children did not understand the aim of the task. The children were less participation in the activity. In circle time 2 pre-school teachers try to take the content and theme a step further and arouse the children's interest. The children were participation in the activity and the theme could also further develop. Circle time 2 shows that it is possible to turn the child's spontaneous questions, play, and imagination into a learning opportunity and involve the children in the activity. This was not seen in circle time 1. Play and learning activities constitute an educational model for work in preschool classes and the circle times. In practice, the good preschool teacher with knowledge of learning plays an important role in the preschool class in promoting children's learning and development in a pleasurable way.

**Keywords:** Circle Time, Learning, Participation, Pre-School Class, 6-Year-Old Children

---

## 1. Introduction

This paper is part of a larger project studying children in pre-school class<sup>1</sup> (ongoing). The interest in this problem arises from the desire to investigate children living in an institutional environment that preschool class and its circle time.

### 1.1. Pre-School Class and Circle Time

In the great majority of pre-school classes, the circle times is an activity that recurs daily, usually in the morning, but even at lunch or in the afternoon. Most children attending

pre-school class have at some point experienced and participated in a circle, perhaps with mixed feelings. Most children participate in the circle time and have their own ideas about its content. Circle time is thus the educational arena as differences in teaching methods may vary. Children in pre-school class should take in the content of the circle time and be influenced by the way of working and the form surrounding the circle time [1]. In the meeting-place that is circle time, obstacles arise as a result of children and adults having different perspectives on and ways of thinking about the content. Children feel that they do not participate in decisions concerning the contextual part of circle time and the children themselves or in the communication and interaction that takes place between children and teachers/children [1].

Circle time is the period during the day when all the children and adults gather together. The children must be confronted with a social community that provides security and inspires desire

---

<sup>1</sup> In 1998, pre-school class was made a separate type of school as part of the compulsory Swedish school system that combines preschool and school. This integration provides six-year with the opportunity to make a smoother transition to school, together with opportunities for play and learning.

and willingness to learn. During this period then may learn something together in a social order [2, 3].

Circle time is a ritual that creates togetherness and security but also discipline and social positions. It is also a meeting place where children are given various opportunities to learn based on their circumstances and where the child's own experiences are a part of the interaction. Circle time can provide children with opportunity to think reflect and communicate their thoughts Pramling Samuelsson and Asplund Carlsson [4]. Sitting in the ring on the floor and preparing to learn to listen and raise your hand has been considered as preparatory activity for school and sedentary work.

Circle time is usually carried out as a structured activity, where the children are less involved in decisions concerning them, having instead to submit to adult rules. This can be likened to an organized group situation, which resembles that for children in school i.e. children's group headed directly or indirectly, by an adult, where all the children participate simultaneously in the activity, become to the goal. Sitting still and waiting for their turn to speak to the group. Circle time activities are framed by the shape of the circle and should be carried out and function as an educational setting.

Pramling Samuelsson and Johansson [5] stress how important it is that adults understand children's conceptual world. The authors argue that when teachers mediate knowledge verbally, often very little remains in the child's awareness. This is largely a consequence of the teacher's teaching being structured according to an adult perspective and not a child's perspective, a child's conceptual world [5].

## 1.2. Aim and Questions

Most teachers are probably agreed that children think about circle time and learning tasks. The question is rather whether children are given the opportunity to participate and how teacher problematize contents in order to try to find possibilities and solutions for a good learning. In what way do teachers show that they are aware of the significance of children's participation when it comes to understanding a task? In what way are teachers aware of the significance of the interaction and communication between children and adult/child when it comes to responding to children's questions about the task?

These questions form a basis for video observation and recorded conversations with six-year-old children in a preschool class. In the light of this research problem, the purpose is to study children's participation in two different circle times. What are the differences between the two circle times? The concepts of learning and participation are based on socio-cultural theory inspired by Vygotskij [6, 7] and developmental pedagogy [4].

## 2. Theoretical Background

The theoretical starting points consist of the socio-cultural theory and the developmental pedagogy theory. The two starting points are used to make visible the object of research

and knowledge. Socio-cultural theory is based on a model describing interactions between people [6, 7]. In socio-cultural theory participation is a social interaction and culturally organized activities are an important part of the psychological means for development [6, 7]. A learning and communication situation can emerge from interaction between the children and their pre-school teacher<sup>2</sup> during the circle time in the pre-school class. In this study the project sets the frame for communication. Sociocultural theory integrates culture and human belief systems; Children are part of social practice, where learning takes place in the interaction between the child and its environment.

A learning interaction can also be related to a developing pedagogic perspective. Developmental pedagogy emerged from empirical studies where there was a dynamic interplay and close cooperation between children, teachers, and researchers [5, 4].

Developmental pedagogy theory has its roots in the phenomenographic approach, where the learner's perspective is central. Phenomenography is a qualitatively oriented empirical approach, which was developed at the Department of Education, Gothenburg University [8]. Its starting point is an interest in describing phenomena in the world as others see them and revealing and describing variations within this, primarily in a pedagogy context [9].

The developmental pedagogy theory [4] has a clear focus – learning about something, a content, and includes what and how aspects as well as focusing on subjective learning. The mutual relationship between learning and play is very prominent in the theory. The significance of play when it comes to children's development and learning is considered to be important since play is a way for the 6-year old to understand the world around him/her [4]. In this study younger children's learning and development are related to a learning interaction between participating individuals in a given context.

### 2.1. Learning and Participation in theory And practice

According to Säljö [10] the interplay between collective and individual is important. In circle time activity the amount of learning and participatory interaction varies among the participants. How preschool teachers choose to give space for learning, participation and identifying children's needs affect the activities designed. According to Matusov [11], it is important that teaching and learning provide the tools for change, which can be related to how teachers in pre-school provide children with opportunities for participation in play and learning activities, both individually and in groups. The child should be challenged and, together with other children with other experiences, given the best opportunity for play and learning [11]. Circle times [1, 12] should be both problem-oriented and moderately long so that children do not have to sit idle and wait. For children to become involved in their own learning pre-school teacher need to work

2 In pre-school class, pre-school teachers and elementary school teachers works.

systematically with children to ensure that they understand what they will learn. The learning and pedagogy need to result in experience for the children according to Pramling Samuelsson and Asplund Carlsson [4] as experience is the foundation and goal.

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size.

Pramling [13] describes how children between the ages of three and eight years perceive their own learning, that is, how awareness of their own learning emerges and changes. According to Pramling [13], learning has a what and a how aspect, there is something that one learns and there are ways of learning this something. Children realise first that they are learning to do something – from actions, activities and behaviours. The next stage in this development process is that children realise that they know something – by having access to facts and information; and, finally, they realise that they understand something – they change their way of thinking about the world around them. Pramling [13] writes that the development of learning appears to proceed from an undifferentiated conception of doing and learning constituting the same phenomenon to a conception of learning taking place when the child is older. This is followed by the child's conception of being involved in experiencing something – acquiring a conception of something [4]. The circle time situation is regarded as a learning situation since circle time is part of the pedagogical activities.

In this study the visibility experiences of the children were made visible through observation of the circle time, and interviewing children by conversing with them.

### 3. Methods

This article presents video observations from two different circle times in a pre-school class in Sweden. Pre-school class near the University of Gothenburg was contacted via mail. The teachers were interested participating in a study conducted at their pre-school class. A qualitative exploratory research method was used to study children's participation in two different circle times.

#### 3.1. Instruments and Procedures

Data collection methods are: video recording/observation using a digital video camera and interviews with children in the form of talk about questions based on the videotaped circle time context.

Prior to collecting data, it is important to have a well-thought out procedure for the subsequent selection steps in order to be able to carry out a study in a satisfactory way. These selection steps require the researcher to plan so as to be one step ahead in the process initiated at the same time as he or she is in the present as well as taking a step backwards. It is thus a matter of being faithful to the process in the sense of constantly thinking about the next step, having planned the steps to be taken in the next stage and analysis what has already been done.

In this study was the procedure as follows: 10 children 5 girls, 5 boys, and two pre-school teachers were videotaped. The same children and two pre-school teachers participated in both circle times. The two circle times were observed the same day at 9.00 a.m. and 14.00 p.m. in February 2013 by the author. Differences between the two circle times could then be studied. Interview questions in the form of conversations were conducted with children in two groups of five children after circle time 1 and 2, basis on the content of the circle time, what the child did during circle time and what they talked about [14]. The interviews were conducted using the so-called Stimulated Recall method, an interviewing technique that aims to connect the video observation to the interview moment [15, 16].

Group interviews lasted 30-45 minutes for each group of children, 3 girls, and 2 boys in the first group and 2 girls and 3 boys in the second group. The reason for interviewing children in the group is that it will be a good call. Five children in each group is an appropriate number of children. I was aware that it was important to make it clear to the children at the beginning of the interview that I was going to ask questions about what they had done during circle time and about the activities they were engaged in conjunction with circle time. In all pedagogical approaches interviewing children the children's own perspectives and expressions become important to take into consideration [14]. The children could also watch themselves in action during circle time on the film camera's monitor. I hoped that being able to refer to the film would enable me to avoid any confusion about what activities I was talking.

The circle time by pre-school teachers was based on the theme of the calendar. From the calendar, the children get knowledge about days, weeks, months, and years. Current events, such as birthdays and holidays are also part of the learning experience [1].

#### 3.2. Selection Process

The selection process can be summarized as follows:

Selection of:

- Geographical area
- Teacher
- Pre-school classes
- Situations/sequences (videotaped observation of children and teacher)

Study group:

- The study group of 10 children, 5 girls/5 boys consisted of 2 different circle times in 1 pre-school class
- Group interview 1; girls/2 boys. Group interview 2; 3 boys/2 girls Data collection methods:
- Video recording/observation using a digital video-camera
- Feedback on videotaped observation – interviews with children in the form of talk about questions based on the videotaped circle time context

### 3.3. Analysis of Data

A qualitative research method was used in this study. Data were analyzed according to a method inspired by phenomenography [9, 4]. In a qualitative phenomenographic analysis, the data are analyzed focusing on identifying qualitatively different ways of experiencing a phenomenon. The interpretation process can be seen as a chain of interpretations based on the whole and the parts and the whole [17, 9]. Interpretation of the whole and the parts is linked mostly by hermeneutics and the hermeneutic spiral [18]. Part and whole must be related to each other in a reasonable manner for it to be credible, which is how phenomenographic inspired analysis is used in this study. Interpretation and understanding of the process involves an understanding of the context; as understanding of the whole increases, understanding of the individual parts changes.

Throughout the process, the parts of the text were first analyzed increase the trustworthiness of the analysis. I have tried not to influence the interpretation process. Freeing oneself from/or-disregarding preunderstanding is difficult since the individual has a past to relate to. Rather, preunderstanding should be used to facilitate analysis and interpretation by interpreting a material while simultaneously minimising the influence of the interpreter's situation. The processing the data, children's actions, expressions, narratives, talk and body language were analysed [19]. The focus was on situations where children experience and perform actions, what the children show through their language/communication. The entirety and the parts come together and the dependency between them is seen to answer the aim of the study.

### 3.4. Ethical Considerations

Ethical considerations were dealt with at an early stage in the contact with the children and their families. Information letter to educators and parents were handed over on an initial visit. The parental information letter contained an information letter, which had to be completed if the parent gave permission for the child to participate in the study. Informed consent was obtained. Relatives were informed that they could discontinue participation at any time and confidentiality was guaranteed. The Research Council's research ethics [20] regarding requirements concerning, information consent and confidentiality were observed in the study.

## 4. Result of Two Circle Times and Interviews

In this section presents some examples from two different circle times in the preschool class. First the video observation is presented followed by relevant excerpts of interviews. I began with an opening question: *What did you do during circle time today?* Examples of the children think and say about the circle time are presented using quotations. The examples presented here are a sample that is representative of

the entire group of children. In the study the children and pre-school teachers are given fictitious names. Below are the responses of ten children. The children are called Emil, Eva, Anna, Carl, Christina, Patrick, Ella, Adam, Susanne and John and the teachers are called Peter and Rosita. The two circle times are referred to as Circle 1 and Circle 2, in that order.

#### *Circle time 1*

The children sit in a circle on the floor. The theme, calendar with today's date is presented to the children. It is the intention that the children will learn what day, month, and year it is. In addition, the children learn that one of them has a birthday this month. One of the pre-school teachers, Rosita, asks the children if they know what date is it today. Emil talks all the time, are very distracted, and motions with his hand to ask something. He grows weary when the teachers, who both sit on chairs beside the circle, do not notice him. Emil gets up from his seat to go his box of things to one side of the room. He and Peter find colored pencils in the box and look happy. Rosita tells them to return to the circle again and stop playing. Anna, Eve and Susanne listen to the teacher's question about what day it is today. Anna says, 'It is Friday', 'yes it is' agrees Eva. The other teacher, Peter responds, 'but the children, it is only Thursday today. Let's talk further about what month it is and if it is any child's birthday.' Carl says loudly 'My birthday', 'or my?' Wonder Patrick. 'What!' Says Ella surprised. Peter says 'No Carl, your birthday is next month, in March!' Christina says quietly 'When is the next month?' 'It is summer, I think' answers John. Summer! Agree Adam. 'Summer time is it tomorrow' answers Susanne.

Examples of the statements of the ten children in the circle times:

Emil: we drew cards for those who have a birthday. I'd rather paint but did not have color pens, it's boring.

Eva: I do not know what day it is, it's not Friday? What was on the calendar?

Anna: I think it is Friday because then mum is free from work. She said it this morning.

Carl: We have seen who has a birthday but it was not me, but I do not remember.

Christina: Teacher talks about next month!

Patrick: We did nothing in the circle time.

Ella: I have birthday, I think!

Adam: It is summer today!

Susanne: It is Friday and then Thursday today!

John: But is it summer or winter next month?

Comments and analysis

The children are generally uncertain and hesitant about what and how to behave. The task is perceived as unclear and they do not understand it. Opportunities for the children to participate are limited and controlled by the teachers. The teachers do not problematize or control the content and it not developed further. The children are not asked if they understand the content, or have questions about it. Children's experiencing and actions are limited to the content and the situation of which the pre-school class's circle time is a part. Children's experiencing determines how they cope with obstacles in handling the content of a task and what actions

they resort to when they encounter these obstacles. The content is experienced in a situation, circle time, and the way it is handled depends on how teacher help the children to solve the tasks. Some of the children are beginning to see opportunities, but do not have the support of the adults to make further progress.

#### *Circle time 2*

The children sit on the floor in a circle and the two teachers, Peter and Rosita sit down as part of the ring. All the children's names are called and the teachers ask who would like to put up the date. The teachers choose a child, Carl, to put today's date on the calendar. Carl looks happy and wants to do it. He shows this by saying 'I do!' Peter says loudly 'We will all help.' Carl looks happy. The teachers then continue by asking the children if they know what time of year it is. Eva cries 'it is winter.' Rosita asks 'How can we see that it is winter?' Eva says, 'I know! It is cold and snowy.' 'Yes, and you can make snowballs with leaves in' says Christina. Peter replies 'that's right, but how else do we know that it's winter, how do we tell?' Anna points out 'The trees have no leaves at all in the winter.' 'I know, I know the trees are sleeping' cries John 'and is tired', says Adam. The teacher agrees that is correct. They explain further to the children that some shrubs and trees can have leaves or needles in the winter but most do not; they lose their leaves in the fall. One of the teachers is proposing the children go out in to the woods and look at the trees to see if they have leaves on their branches. Emil says 'We can collect leaves and look at them'. Carl agrees saying, 'I have seen loads of leaves under a big tree', 'and trees lose them', agrees Patrick. 'Yes they are probably still leaves' says Peter. The other teacher agrees and says 'we can go out and see if we can find leaves that have nice colors. What colors might they have, do you think?' 'Yes now' cries Ella and Susanne. 'Yes', answer the teachers, 'now'.

Below are the responses of the ten children in the circle time:

Emil: We've talked about it being cold outside and there is snow.

Eva: In winter, there is snow, sometimes a lot. I like it.

Anna: The leaves are gone in winter. Then the new leaves come in the spring.

Carl: There can be a lot of leaves. You know, I collect leaves. They have fallen from the trees.

Christina: I can make snowballs with almost only leaves and some soil and grass in, them.

Patrick: Trees lose them in winter.

Ella: I like winter. I can play in the snow and play with leaves.

Adam: The trees are tired in winter. They want to sleep and wake up in the spring.

Susanne: we'll go out, play soon, and look at the trees.

John: The trees are tired and then they sleep when it is winter. Then they wake up when it gets hot outside. Then they turn green.

#### *Comments and analysis*

This is an example of circle time when children are participation in the activity, gesturing, talking, laughing and

happy. The atmosphere is positive. The relationship between children and adults is good. There is interaction, communication, and participation between the children and the teachers. The teachers are aware of the children's interests and develop these further for the purpose of learning. Interaction, participation and communication are important concepts in the pattern in the sense that they form the basis of how circle times are experienced. The children become aware in the interaction process they participate in. It is a question of a process where it is important for children and adults to feel that they are participating. In a situation where child and teacher have a positive relationship, in the sense that the adult takes the perspective of the child's experience-based world in the interaction, the adult is better able to give a clearer introduction of the content and the task. The emphasis on the teacher's role as a significant factor is particularly important in a relationship that results in a positive relationship between the parties. Even if a content/task is considered difficult, it is possible for the children to see the content/task in a new dimension when there is harmony in the relationship between the parties. Children's patterns of behaviour can also be described as a measurement of the teacher attitude towards the children's needs and perspectives and their ways of expressing themselves.

#### **4.1. Method Discussion**

The purpose of this study is to study children's participation in two different circle times. A qualitative exploratory research method was used to study differences between the two circle times and what they are. Phenomenographic communication analysis inspired by the method of Pramling Samuelsson and Asplund Carlsson [4] was used as a way of describing the children's learning and participation. The stimulated recall method appeared to work with all 10 of the participating children being very active in communicating with the researcher/the interviewer (the author of the article). Open questions were used in communicating with the children as they suited the stimulated recall method well [19]. Why group interviews? Interview with several children at the same time gives a good discussion and children stimulate each other in conversation.

The choice of approach in the analysis of the video observations and the child interviews, in my judgment, has fruitful and contributed to the knowledge highlighting children's participation. The analysis of data collection captured picture of the children's perception of the circle time and give a deeper understanding of the circle times and the children's different learning opportunities to participation.

#### **4.2. Result Discussion**

The study shows that children were participation to a greater or lesser extent in circle time activities [1]. What differs is how pre-school teachers choose to manage the educational content. In circle time 1 the theme of the calendar was not problematized, the children did not understand the aim of the task and were less involved in the activity.

The two pre-school teachers showed that they have difficulties meeting children's perspectives and listening to

their questions. Taking the child's perspective is about the availability of adults for interpreting what child voices [14]. This is especially clear in the situation where the teachers did not listen to the children allow them be involved. In the example, circle time 1, the children were not given the necessary conditions for achieving meaningful learning. The teachers should have caught the children's experiences of the calendar and made assumptions from the experience in order to further the developmental theme.

In circle time 2 the pre-school teachers take the content and theme a step further and capture the children's interest. The contents of the theme, the calendar are problematized based on the issues the children raise. The children are involved in the activity and further development of the theme is also possible [4].

In a socio-cultural perspective the link is between the child and the child's environment. [10]. In such a situation the pre-school teacher's competence is important and should be such that he or she can develop teaching and learning so that each child receives in the exchange that which is to be taught [5]. This means that the content and working methods should be adapted to the differing needs and circumstances of the children.

What differentiates the two circle times? Is it the activities themselves or rather how they are planned and implemented in order to get the children involved in their own learning process and learning with other children? The two circle times have the same theme both days. What differs is how the teachers managed the content and what they did with it. Circle time 2 shows that it is possible to use the child's spontaneous questions, play, and imagination to transform the session into a learning opportunity and get the children involved in the activity, which does not happen in circle times 1.

### 4.3. Conclusions

What we know is that the same two pre-school teachers conducted both circle times. Both circle times comprised group activities with individual moments. In circle time 1 given most time was to instructing the children about how the task should be carried out. The children's participation and interaction thus afforded less space.

If the pre-school teachers had started from the children's perspective, based on their questions, play, and imagination, and developed this further, the activity could provide an exciting learning situation. The pre-school teacher's choice of perspective, the child or the adult, impacts greatly on the child's opportunities to develop in interaction and communication with others.

Children cannot always understand how an adult is thinking when he/she is explaining a task. This is clearly seen when teachers do not base their teaching on the children's perspectives. Circle time 2 shows that it is possible to start from the children's interests and involve them in their own learning. Play and learning activities constitute an educational model for work in preschool classes and the circle times. In practice, a good preschool teacher, who has knowledge of learning, has an important role in the pre-school class in

promoting children's learning and development in a pleasurable way.

## Acknowledgements

The author thanks the children and teachers who participated in this study. The author also thanks Richard Ingemannsen for valuable technical support.

## References

- [1] A. Simeonsdotter Svensson, Den pedagogiska samlingen i förskoleklassen. Barns olika sätt att erfara och hantera svårigheter, Acta Universitatis Gothoburgensis. 2009.
- [2] L. Rubinstein Reich, "Circle time in preschool: An analysis of educational praxis," *European Early Childhood Education Research Journal*, vol. 2, pp. 51-59, 1994.
- [3] H. Zaghlawan and M. Ostrosky, M. "Circle Time: An Exploratory Study of Activities and Challenging Behavior in Head Start Classrooms," *Early Childhood Education Journal*, vol. 38, no. 6, pp. 439-448, 2011.
- [4] I. Pramling Samuelsson and M. Asplund Carlsson, "The playing learning child Towards a pedagogy of early childhood," *Scandinavian Journal of Educational Research*, vol.52, no. 6, pp. 623-641, 2008.
- [5] I. Pramling Samuelsson and E. Johansson, "Play and learning – inseparable dimensions in preschool practice," *Early Child Development and Care*, vol. 176, pp. 47-65, 2006.
- [6] L. S. Vygotskij, *Mind in Society*, Cambridge, Ma: Harvard University Press, 1978.
- [7] L.S. Vygotskij, *Thought and language*. Cambridge, MA: The MIT Press, 1986.
- [8] F. Marton, "Phenomenography – describing conceptions of the world around us. *Instructional Science*," vol.10, pp. 177-200, 1981.
- [9] F. Marton and W. Y. Pong, "On the unit of description in phenomenography," *Higher Education Research & Development*, vol. 24, no. 4, pp. 335-348, 2005.
- [10] R. Säljö, "Learning in a sociocultural perspective," *V. Grover Aukrust Learning and Cognition in Education*, pp. 59-63, 2011.
- [11] E. Matuvsov, "Vygotskij's Theory of Human Development and New Approaches to Education," *International Encyclopedia of the Social & Behavioral Sciences*, pp.16339-16343, 2001.
- [12] I. Pramling Samuelsson and S. Sheridan, "Preschool quality and young children's Learning in Sweden," *International Journal of Child Care and Education Policy*, vol. 1, pp. 1-12, 2009.
- [13] I. Pramling, *The Child's Conception of learning*, Acta Universitatis Gothoburgensis. . 1983.
- [14] D. Sommer, I. Pramling Samuelsson and K. Hundeide, "Early Childhood Care and Education – A Child Perspective Paradigm," *European Early Child Education Research Journal*, vol.21, no. 4, pp. 459-475, 2013.

- [15] J. Calderhead, "Stimulated Recall: A method for research on teaching," *British Journal of Educational Psychology*, vol. 51, no 2, pp. 211–217, 2011.
- [16] J. Lylea, "Stimulated recall: a report on its use in naturalistic research," *British Educational Research Journal*, vol.29, no.6, pp. 861–878, 2010.
- [17] F. Marton, E. Beaty and G. Dall'Alba, "Conceptions of learning," *International Journal of Educational Research*, vol.19, no. 3, pp. 277–300, 1993.
- [18] H.G. Gadamer, *Hermeneutics, religion, and ethics*, New Haven, CT: Yale University Press, 1999.
- [19] S. Dochery and M. Sandelowski, "Focus on qualitative methods: Interviewing Children," *Res Nurse Health*, vol. 22, pp. 177–185, 1993.
- [20] Research Council, *Research Ethical principles in human science research*. Retrieved April 4, 2013, from <http://www.vr.se/>, 2007.