Guidebook EarlyYearsBlog.eu

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Goal of this guidebook

This guidebook describes the vision, set-up and maintenance of the blog EarlyYearsBlog.eu: it contains guidelines for installation and maintenance of the blog, quality criteria, the procedures to maintain quality, and procedures to manage the blog.

The guidebook is an important instrument of quality for the bloggers and the steering group, in order to develop the blog further. Hence, it will be updated regularly. Moreover, it may be a helpful resource for organizations that want to start up a similar blog for another level of education.

We opted for a brief guidebook without elaborate descriptions of our quality actions, and without formal description and evaluation of the project goals as happened in the project evaluation report.

Vision

Goals

Central topics of this blog are disadvantaged children in ECEC, high quality for all, valuing diversity, and teaching children competences to deal with diversity. We take up the challenge to link our posts to the key principles as recommended by the European Commission. Within this framework, we embrace a diversity of view points, contexts, and values.

The blog aims to bridge the gap between research and practice. Although there is a growing research base on what works, these insights are not yet adopted in practice on a large scale. The bloggers want to make scientific research accessible and attractive. They stimulate their readers to reflect on current practices and innovations, and to adopt an inquisitive and innovative attitude.

This blog communicates with four sister blogs as a part of a project:

- EarlyYearsBlog.nl (the Netherlands)
- PrimeirosAnos.pt (Portugal)
- Czym skorupka... (Poland)
- Kleutergewijs (Flanders, Belgium)

These sister blogs approach ECEC professionals in their own language and educational context, while the European blog reaches stakeholders across Europe in English as a lingua franca. Messages from the sister blogs are translated to this blog, and blog messages from this European blog are translated into the national blogs, in order to improve exchange and dissemination across the borders.

As messages from the national blogs are translated to this blog, and blog messages from this European blog are translated into the national blogs, we strive for a better dissemination of research and innovation in the European context.

Target group

The blog aims at an audience of early years experts in Europe, i.e. European stakeholders outside the partner countries of the BECERID project. Because of the English language, we believe that the blog will be read less by ECEC teachers, and more by teacher educators, policy makers and researchers. Furthermore, specialized teachers, teachers with responsibilities, and researchers with applied interests should find interesting contents in this blog.

Set-up of blogplatform

Choice of name, baseline and logo

The blog's name was chosen because of its clear reference to its scope.

Hosting

The blog website is hosted by the leading organization of the BECERID project. This organization agrees to host the website up until three years after the BECERID project. After the end of the KA2-project, the steering group will decide about the hosting institution.

Home page and central menu

The home page summarizes the goals of the website in order to welcome new readers.
The 9 most recent blogs are displayed on the home page by means of a title and a central picture.

The horizontal menu refers to three types of messages: research updates, good practices and reflections.

Search options

Older messages can be searched by means of:
- the tag cloud in the right menu
- a search option in the right menu
- the central menu (all blog posts, research updates, good practices, reflections)

Webpage 'about the blog'

This webpage contains a brief description of the aims of the blog, and refers to other webpages with descriptions of the project, and the participating organizations.

Internal pages

Internal pages contain the schedule for the blog posts, the quality criteria for blog posts, and guidelines for translating blog messages.

The blog accounts

There is only one account per country (named after the sister blog). This account has editor rights. This means that one can publish and manage posts including the posts of other users.

Privacy statement and GDPR

The institution that hosts the blog website is also responsible for its privacy statement and cookie statement. The database with e-mailaddresses for the weekly newsletter is not used for other purposes outside this newsletter.

The full text can be found on the website:
http://earlyyearsblog.eu/privacy-statement/

Disclaimer

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The bloggers team embraces a diversity of view points, contexts, and values. Each blogger writes in his own name.

Open license

An open license allows further dissemination and usage of a work, within some restrictions. We use the creative commons license CC-BY-NC-ND. All blog messages are published under this creative commons BY-NC-ND license, unless otherwise indicated.

This creative commons license means the following:

You are free to:

Share — copy and redistribute the material in any medium or format

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial — You may not use the material for commercial purposes.

NoDerivatives — If you remix, transform, or build upon the material, you may not distribute the modified material.

The following restrictions concerning translations are added:

- You must keep the open license notices intact.

Blogposts

Planning and distribution of blog posts

One message a week is published, preferably on Wednesdays, which appears to be the day of the week with the most readers.

During holidays, no messages are published. But during the long summer holidays, publication is resumed during the last two weeks, as our readers appear to be very active during this period of time. Just before a longer holiday, we tend to limit the number of blogs to one, as most readers are not very active.

In order to guarantee continuity, the time slots for the Wednesday blog posts are divided between the four sister blogs (Flanders, the Netherlands, Poland, Portugal).
Bloggers add the topic of their blog post to the schedule from the moment on that they have an idea.

During the first blog year, we do not publish extra messages.

Choice of messages

Messages are chosen from the national blogs based on the following criteria:

- Newsworthy for a European audience with a good background in ECEC
- Good reception on the national blog
- High quality message (see also quality criteria)

Furthermore, we prefer to disseminate European high-quality innovation and research projects. Finally, a good balance between different types of message should be pursued, in first instance regarding different types of diversity, but also different age spans, and domains of development.

Interesting topics: innovative practices, research: what really works, evaluation of approaches, project development, controversies, international conclusions, scientific evidence, effect of interventions, new evidence-based blogs.

Steps before the publication of a new blog post

Step 1: country coordinator chooses a message from the national blog, and is responsible for the translation of the message. We strive for European English.

Step 2:

- country coordinator translates message into English, and adapts it to an international audience
- coordinator assigns tags to the message
- original author verifies contents of the message

Step 3:

- feedback from other country

Step 4:

- publication of message
- feedback to blogger about number of readers

Quality criteria

CRITERIA FOR GOOD CONTENT

- Blog posts are newsworthy for a European audience with a good background in ECEC (a.o. specialized teachers, teacher educators, researchers with an applied interest)
- Our imaginary reader is a teacher educator. Hence, we do not address professionals directly. Practical tips are still worth mentioning, as they help teacher educators to coach professionals.
- Blog posts concern the topic of diversity and social inclusion in European ECEC.
- Blogposts fit into the categories: ‘research update’, ‘good practice’, ‘reflection’, or ‘from a concrete question’.
    - Research update: references to scientific sources added, bridge to practice necessary
    - Good practice: innovation not widely spread during last 5-10 years, if possible, link with research
    - Reflection: blogger’s reflective attitude
- Enough nuance: the message should not be too prescriptive, and lead to deeper reflection (in team)
- The content may not go against firm scientific base. No educational myths. No controversial info unless underpinned very well.
- We don’t want to become an opinionative blog. So there may be no more than one reflective post a month. Reflections must focus on preschool education, not on education in general.
- No blog posts with commercial goals only. Our rule is now that a blog post may be promotional if it still contains a valuable insight. We do not leave readers unsatisfied by posing an interesting question that is not answered in the blog itself (but during the promoted workshop or in the promoted book). The reference to the workshop/the book may not contain one fourth of the message: a title, a location, a date or a publisher, with a weblink. No concrete workshop program, no table of contents.
- Endorsements are possible, but should be made carefully. We don’t want to endorse expensive products and methods. We prefer free sources if available.

European focus: we advance new European innovation and visions if possible. But the contents are not limited to European resources.

CRITERIA FOR ACCESSIBLE CONTENT

- Pictures or movies are added where possible and relevant
- The quality of the language is high enough to ensure good communication without the need to be flawless!
- Enough information is provided to understand the core contents of the blog message from the perspective of another country
- The message is written in an attractive way:
    - The first sentences should already reveal the topic of your blog post, and the news value. Do not dwell too far from the main topic, and first provide the information that the reader wants to read most.

    - Use a structured text with subtitles that summarize the content really well. Use lists and bullets.
    - Keep a (fictitious) preschool teacher in your mind. Avoid unnecessary jargon. Mark what is new, and provide background knowledge.
    - Nuancing is very important! Distinguish the evidence base from your personal view. Mention important limitations of scientific studies.
    - Choose one angle, i.e. a central question that you want to discuss. If you have various angles in mind, treat them in several blog messages.
    - Make yourself visible as a person. State your opinion. Make room for emotions and humor. Write in the I-form (1st person singular).
    - Tell a story. Start with a (fictituous) anecdote that is recognizable, but at the same time reveals the promise of something new.
- Readers' inquisitive attitude is stimulated by one or more of the following:
    - Incentive to reflect
    - Reading tips (web links to accessible, readable info)
    - Practice tip
    - Investigation tip
    - Question to react
    - Questions to guide further discussion in the team

FORMAL REQUIREMENTS

- Correct categories assigned
- Extra tags
- Central image (with reference to source of image)
- Scientific references below, distinction between scientific references and readable tip
- Each blog messages starts with an author attribution. There is a link to a short C.V. or a web page of the author.

Assigning categories and tags to blog posts

Each blog post is assigned to several categories. This is important to analyze the blogposts, and to have them published under the right menu.

The categories refer to:

- Type of blog: research update; good practice; reflection
- Reference to quality: structural quality; procedural quality; curriculum quality; well-being
- Level: child level; level of the group or the educator; policy at center or service level; municipal, regional or state level
- Policy about: access; curriculum; governance; workforce; monitoring and evaluation
- Value for reader: reading tip; investigation tip; practice tip; question for readers

Tags are used to refer to specific themes, types of diversity, or developmental domains.

Dissemination

Initial dissemination

Initial dissemination happened by mailing representatives of other Erasmus+ KA2 projects, by distributing flyers on European conferences (EECERA, Equality & Inclusion), by referring to the blog in the community of EARLI-SIG5, and in newsletters from research projects.

Use of social media

Each blog post is posted on the Facebook page of EarlyYearsBlog.eu, preferably twice, once without a comment, once with a comment.
Furthermore, blog posts are posted on two international facebook communities.

Each blog post is announced through the twitter account of EarlyYearsBlog.eu.

Translation of blog posts to national blogs

Author consent

If an author consents to publish his/her blog on the European blog, he also consents to have the blog translated to the national blogs. No additional questions for consent are needed.

Author attribution

The blog post should include an author attribution, a reference to its source (e.g. EarlyYearsBlog.eu) and a weblink to its source. If the blog post already appeared on the European blog, we prefer a reference to the European blog. Otherwise, the other national blog should be referred to.

A reference to the translator may be included

This blog post by Liesl Veulemans first appeared on EarlyYearsBlog.eu. It was translated by Nadine Correia.

Minor changes

We are allowed to make minor changes that leave the content unaffected.

Changes in lay-out

Change bulleted lists into lists with other list markers.

Pictures

Other pictures may be chosen as long as they represent the contents equally well.
More pictures may be added if necessary for the national audience.

Professional terminology

Other changes may concern the terminology used to describe the ECEC system. For instance, change ‘preschool’ into ‘setting’.

Sometimes, it is better to add a declaration between brackets.

References
No changes in the references are made.

Consent for translating messages

- Send a message to the blogger itself when a message is translated.
- First mention the European blog. This is good to generate more followers

No changes in the blog message:
This blog post by Liesl Veulemans first appeared on EarlyYearsBlog.eu. It was translated by Nadine Correia.)

Changes in the blog messages:

> It was translated and adapted by Nadine Correia.

> This blog post was inspired by an earlier blog post by Liesl Veulemans on the blog platform EarlyYearsBlog.eu

Large changes

If you wish to change the blog post more drastically, you choose for the formula:

This blog post was inspired by an earlier blog post by Liesl Veulemans on the blog platform EarlyYearsBlog.eu

Decision structure

Coordinator
During the project, the European blog is coordinated by ODISEE.

Steering group
The steering group consists of the core partners from ISCTE, Odisee, University of Utrecht, University of Warschau.

The steering group meets once a year (after the project).
The steering group makes up the blog timetable and prepares and executes promotion actions. Furthermore, they prepare the annual meeting

The steering group evaluates the functioning of the blog on the basis of its goals and makes policy decisions.

Guest bloggers
Guest bloggers are supervised by the person (partner country) that invited them.

Quality actions

Three types of actions can be done to evaluate the blog:

- Data analysis can be used to know how many readers are reached, where they come from, which messages are popular and which not. Furthermore, the steering group can assess the quality of the messages.
- Focus groups with actual readers may be used to gain insights into the information needs, habits and wishes of the target group before the launch of the blog, and, later on, to evaluate and improve the quality of the blog or to gain a better insight in the (possible) benefits and how they come about.
- By means of an online questionnaire you can get more insight into the profiles of your readers and estimate the weight of various benefits of the blog for its readers.

We recommend doing a data analysis twice a year. Focus groups are interesting during the start-up period of the blog, and after the first year. An online questionnaire is very informative, but only feasible if the blog has a substantial number of regular readers.

The procedures for these actions are described in attachment.

Attachment 1: Framework for data analysis

1. Monitoring

How many visitors and site views per month?
The trend should go upwards.

How many e-mail subscribers? How many likes on Facebook?
The trend should go upwards

Where do readers come from? Analysis of referrers (search machines, Facebook, ...), countries.
Maybe you can strengthen this trend by goal-oriented actions.

Which promotion actions are followed by an increased number of e-mail subscribers/viewers?

Which links in the blog messages are used a lot?

Which days, time points attract more readers?

Which blog messages are popular? Which not?
These messages may be used in discussions with a focus group in order to interpret the data. These interpretations may be used to sharpen our guidelines.

2. Evaluation of balance of messages

Which types of diversity are treated how many times? In how far does this correspond to the information needs from the readers, as revealed by the earlier focus groups?

Other analyses may be added, e.g. the balance between different age categories, different domains of development, the balance between video messages and more narrative messages, the balance between good practices, reflections, research updates, between more policy related messages and more practice-oriented messages.

3. Evaluation of quality of messages

Select minimally three messages. List them here:

A. B. C.

Analysis by means of the quality criteria defined in the guidebook.

Rate the three messages using a score from 1-3 (1 being the best score) based on the checklist. Also explain the choices you made.

Checklist	A	B	C	Argument
The blog post is ***newsworthy*** *for the national audience.*				
The blog post concerns the topic of **diversity and social inclusion** in European ECEC.				
The blog post fits into the categories **'research', 'inspiring example', 'reflection', or 'from a concrete question'.**				
Enough **nuance** is used. *The content may not go against firm scientific base. No educational myths. No controversial info unless underpinned very well.*				
Visual aspects: Pictures or movies are added where possible and relevant (with reference to source of image).				
The message is written in an **attractive and accessible** way.				

What are the main conclusions from this analysis?

Which quality criteria are most difficult to obtain? (These quality criteria may receive more attention during the coaching of bloggers.)

4. Evaluation of exchange between readers

How many reactions are posted on the blog website itself? What types of reactions? Which blog posts received most reactions?

Which blog posts received most reactions on Facebook/twitter? What types of reactions? (like, share-action, critical comment, positive comment) What can we infer from this?

How to increase the interaction?

Which other websites or mailing lists refer to the blog messages?

Attachment 2: Outline focus groups

BECERID – A BLOG AS OPEN LEARNING PLATFORM FOR THE FIELD OF EARLY CHILDHOOD EDUCATION ABOUT RESEARCH AND INNOVATION TO SUPPORT DISADVANTAGED AND DIVERSE CHILDREN

TEACHERS' PERSPECTIVES ON USING RESEARCH-BASED BLOGS

OUTLINE FOCUS GROUP BEFORE LAUNCH OF THE BLOG

FACILITATE PARTICIPANT ACCESS

1. Reserve room
2. Notify reception, if needed
3. Place directions, if needed to help participants reach the room

PREPARE ROOM AND MATERIALS

1. Arrange chairs and/or tables (in a circle)
2. Prepare registration table (one envelope per teacher)
    a. Informed consent form
    b. Sociodemographic questionnaire
    c. Session feedback form
    d. Participation certificate
    e. Token of appreciation (if available)
3. Prepare small table with snacks and coffee machine
4. Prepare two audio-recorders and a timer

WELCOMING PARTICIPANTS

1. Greet participants as they arrive
2. Lead them to the registration table, deliver envelope and ask to sign consent letter and fill in sociodemographic questionnaire
3. Answer any questions by participants
4. TASKS
    i. MODERATOR: GUIDES THE DISCUSSION AND MAINTAINS THE CONVERSATION
    ii. ASSISTANT: seats outside the circle, facing the moderator
        1. Checks audio recorders
        2. Logistics (lights, chairs, snack)
        3. Handles interruptions and distractions (e.g., noises outside). If a participant arrives late, greets his/her at the door, explains what has happened so far and the current theme, brings participant to the circle, and indicates where to seat.
        4. Takes notes (mapping seating arrangement; note relevant non-verbal activity; note particularly significant sentences or expressions).

INTRODUCTION

Hello and welcome!

Thank you for accepting our invitation to come here today and participate in a discussion on early childhood education teachers' information needs and information seeking habits and on the characteristics of a research-based blog aiming to support teachers' inclusion efforts and interests. My name is XXX and I am XXX at XXX. XXX. [Assistant] is a XXX at XXX and is here today to help me during this session.

We are involved in a European project that will make available research-based blogs targeting early childhood education teachers in Belgium, the Netherlands, Poland, and Portugal. Our goal is to support teachers' innovation in early childhood education settings and support the inclusion of disadvantaged and diverse children by disseminating relevant research and evidence-based pedagogical innovations.

Because it is important that our national blog appropriately meets the specific needs and interests of our teachers and because we are still learning about the best ways to reach out and communicate with teachers in useful ways, we are interested in knowing more about what [nationality] teachers think about what are the relevant topics that should be considered in our blog, how should we communicate about those topics, and how should we run the blog in order to reach more teachers and captivated the teachers that our blog does reach.

This group includes teachers that … [explain recruitment / selection method, as appropriate]. Therefore, this is a group of professionals that will certainly have a lot to teach us about teachers' information needs and information seeking habits. In addition, you have all had the opportunity to explore the preliminary version of the research-based blog [name of national blog] before this session and we look forward to hearing your thoughts about it to help us move forward and appropriately tailor it to [nationality] teachers' needs and interests. There are no right or wrong answers to our questions, just different points of view. Please, feel free to share your points of view, even if they are different from those that were shared before.

We are audio-recording this session so that we do not miss any of your comments and to facilitate our analyses. No one will be identified in any reports or publications. Your comments are confidential.

Each of you has his/her name in front of you, to help us remember the name of everyone. You do not have to answer every question. If you want to expand on something a colleague said, if you wish to agree or disagree, if you wish to give an example, please feel free to do so. You may also talk among yourself about our questions. I am here to ask questions, listen, and make sure everyone can speak. We want to hear each and every one of you. Therefore, if someone is talking top much, I may eventually ask her/him to allow other participants to share their perspectives and, if someone is not participating, I may ask for his/her opinion. We really want everyone to be able to share their ideas.

If you have a cell phone, please, silence it and if you really need to take a call, please step outside. Please feel free to eat or drink anything at any time.

Let's start.

QUESTIONS

Initial question
5 min.

1. In about 30 seconds, tell us your first name and let us know about your favourite thing about your work as an early childhood education teacher.

Introductory question
10 min.

From now on, we will not follow the order in which you're seated. You may participate whenever you wish.

2. Think about the various groups of children that you have worked with and especially those that included children with disabilities, children from disadvantaged or minority backgrounds, and/or children that speak other languages. What words would you use to describe your biggest challenges and needs when working with such diverse groups of children?

Transition question
10 min.

3. What do you think when you hear about "inclusion in early childhood education"?

Key-questions
40 min.

4. Before we started our discussion, you were asked to fill in a questionnaire that included questions about the topics on which you consistently feel the need for additional information. Please share with the rest of the group the topics/information needs that are most important to you and why.

5. To what extent are such topics related to your work with groups that include disadvantaged or children from diverse backgrounds?

6. What specific needs arise when working with such groups and supporting inclusion?

7. In the questionnaire, we also asked about the sources and strategies you typically use to access information to address your needs. Please share with the group the main sources and strategies you use, which are more useful, and why.

8. Prior to this focus group, you also had access to the preliminary version of our blog [name of national blog], which included the first publications already prepared by our team. What did you think about the current version of our blog?

9. What about its layout and structure?

10. What about the topics we have written about so far? [Relevance, utility]

11. What about the way we wrote our first messages? [Clarity, appeal, interest]

12. In what conditions would you follow our blog and share our messages with other teachers?

Final questions
15 min.

13. Suppose you have a minute to advise future bloggers about the type of topics early childhood educators are interested in and how to write blog messages which are both useful and captivating. What advice would you give?

During our discussion, we talked about…
(ORAL SUMMARY BY THE MODERATOR - 2 TO 3 MINUTES)

14. Have I described appropriately what was said?

Last question
5 min.

15. Our goal is to know about teachers' information needs, about the strategies that teachers use to seek the information they need, and about how we should structure our research-based blog for it to be useful and successful. Is there anything we should have talked about and was missed? Is there anything you would have liked to share and did not have the opportunity to do so?

Now, we would like to ask you to fill in the Session Feedback Form.

CONCLUSION

Thank you so much for participating. It was very important to us to know your ideas about these topics. You may follow our blog at XXXXXX [address]. We will be happy to hear about your thoughts about our work and how it can be increasingly useful to early childhood education teachers.

THANK YOU.

MODERATION TIPS

Asking for additional information

CAN YOU PLEASE EXPLAIN FURTHER?

CAN YOU GIVE US AN EXAMPLE?

DO YOU MIND TALKING FURTHER ABOUT THAT?

CAN YOU TELL US MORE?

CAN YOU DESCRIBE?

Probing for other points of view

DOES ANYONE WANT TO COMMENT?

DOES ANYONE THINK ABOUT THIS DIFFERENTLY?

HAS ANYONE HAD A DIFFERENT EXPERIENCE?

ARE THERE ANY OTHER POINTS OF VIEW?

THANK YOU, ___. DOES ANYONE ELSE WANT TO COMMENT ON THE ISSUE?

THAT IS AN INTERESTING POINT OF VIEW. LET'S HEAR ABOUT WHAT THE OTHERS HAVE TO SAY.

_____, I DO NOT WISH TO LEAVE YOU OUT OF THE CONVERSATION. WHAT DO YOU THINK?

_____, YOU HAVE NOT HAD THE OPPORTUNITY TO TALK ABOUT THIS YET. WHAT DO YOU THINK?

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TEACHERS' PERSPECTIVES ON USING RESEARCH-BASED BLOGS

OUTLINE FOCUS GROUP TO EVALUATE BLOGS

Goals

- evaluate and improve the quality of the blog
- gain better insight in the (possible) benefits and how they come about.

Participants are blog readers. You may choose other target groups than during the first round, e.g. trainers, or student teachers.
The project asks us to conduct two focus group conversations.

No need to make transcripts of the conversation.

Participants may be asked to select their favorite blog post before the start of the focus group.

Procedures

Similar to first round of focus groups.

Questions

Initial questions **15 min.**

16. What is your favorite blog post, and why?

SWOT-analysis **20 min.**

17. What about the way we write our messages? [Clarity, appeal, interest]
    - Good example, bad example, why?

18. What about the topics we have written about so far? [Relevance, utility]

19. What about the blog's layout and structure?

20. What about promotion and discussion on social media?

Goals (knowlegde, skills, attitudes) **20 min.**

21. Why do you read the blog (or not)? (And how?)

22. To what extent did the blog alter your knowledge or beliefs about ECEC?
    - High quality ECEC in general
    - Diversity and social inclusion

23. When have you been inspired to change your approach? (ECEC educators: practices in settings; trainers: contents or approach to professionalization, topics of professionalization; policy making) Why?
    - High quality ECEC in general
    - Diversity and social inclusion

24. If and how did the blog influence discussions in your local organization or broader learning community?

25. To what extent did the blog change your opinion about research on ECEC? The usability of research? The bridge between practice and research?

Final question
15 min.

26. Suppose you have a minute to advise the bloggers about the promotion and further realization of the blog. What advice would you give?

During our discussion, we talked about…
(ORAL SUMMARY BY THE MODERATOR - 2 TO 3 MINUTES)

27. Have I described appropriately what was said?

Now, we would like to ask you to fill in the Session Feedback Form.

CONCLUSION

Thank you so much for participating. It was very important to us to know your ideas about these topics. You may follow our blog at XXXXXX [address]. We will be happy to hear about your thoughts about our work and how it can be increasingly useful to early childhood education teachers.

THANK YOU.

Attachment 3: Questionnaire for regular readers

Goals

The goal of this questionnaire is to estimate the benefits of the blog for its readers, and get more insight into the profiles of our readers. We advise to use this questionnaire when you have reached a larger group of regular readers.

Outcomes may be helpful to improve the blog, and/or to convince stakeholders to continue their investment in the blog.

Dissemination

This questionnaire should be spread among blog readers through the web page of the blog, its newsletter, its facebook page, or other social media used by the blog. It is not recommended to spread it among students, unless they had been asked to read the blog for a longer period of time.

You may distribute small prices among the participants, if needed and possible with your budget.

Outline of contents

Some brief questions about you

I am a...

- ▢ teacher or caregiver in an ECEC setting
- ▢ student teacher
- ▢ director or coordinator of an ECEC setting
- ▢ parent of a young child below age XX
- ▢ teacher trainer of ECEC professionals (preservice)
- ▢ teacher trainer of future ECEC teachers (inservice)
- ▢ policy maker
- ▢ researcher
- ▢ developer
- ▢ journalist
- ▢ other:

My age is

I have been reading the blog NAME-OF-BLOG since approximately ...

Usually I consult NAME-OF-BLOG ....

General judgment of the blog
Each statement is answered with the following scale:
O Strongly disagree O Disagree O Neither agree nor disagree O Agree O Strongly agree

NAME-OF-BLOG reinforces the learning community of ECEC.
NAME-OF-BLOG communicates about relevant research.
Blog posts contribute to innovation and improvement of ECEC.
NAME-OF-BLOG has increased my knowledge of high quality ECEC.
NAME-OF-BLOG has increased my knowledge of how to best deal with diversity and social inclusion.
NAME-OF-BLOG has increased my awareness of the importance of social inclusion.
NAME-OF-BLOG has influenced my attitude towards research into ECEC in a positive way.

Your own use of the blog

How have you used NAME-OF-BLOG in the past?
Tick all options that apply

- ▢ I shared a blog post with others.
- ▢ I liked a blog post.
- ▢ I read one or several sources of a blog message, for example by clicking Ik heb al eens een of meerdere bronnen uit een blogbericht gelezen, for example, by clicking on a web link in the blog post. (2)
- ▢ I commented on a post on the blog page itself or on facebook or other social media.
- ▢ A colleague shared a blog post with me or with the entire team.
- ▢ A fellow student shared a blog post with me
- ▢ My superior shared a blog post with me or with the whole team. (6)
- ▢ I was advised by a school coach or an inspector to use the content of a blog post.
- ▢ My lecturer shared a blog post with me.
- ▢ In a course reference was made to the blog
- ▢ I advised my students to read the blog regularly.
- ▢ I recommended my team members read the blog regularly.
- ▢ I used to use a blog post for team professionalization.
- ▢ I recommended the blog to my students as a source of inspiration for innovation projects during their internship, a bachelor's thesis or paper.
- ▢ The blog helped me shape the content of a course.
- ▢ During a training reference was made to the blog.
- ▢ I contacted a blogger.
- ▢ I wrote one or more blog posts.
- ▢ A blog post inspired an article.

Have you used the content of a blog post in your practice?
If you are not an ECEC professional, answer this question for your own professional practice, for example as a teacher trainer you integrated tips from a blog in a workshop, or as a publisher you applied some insights into the curriculum you developed.

○ yes (1)

○ no (2)

You answered yes to the previous question. So you have used the content of a blog post in your practice. What was it about?
If you used multiple blog posts, you can indicate multiple options. You can also do that if it was about several themes at the same time.

- ▢ Positive appreciation of diversity (1)
- ▢ Children from poor families (2)
- ▢ Children with a migration background or from a minority group (3)
- ▢ Children with a disability (4)
- ▢ Gender (M/V/X) (5)
- ▢ Family involvement (6)
- ▢ Socio-emotional development (7)
- ▢ Language and literacy (8)
- ▢ Science and maths (9)
- ▢ Arts (10)
- ▢ Physical development (11)
- ▢ Play (12)
- ▢ Routines in the ECEC setting (13)

Other: (14)

Choose up to seven features that you particularly value, and up to three features that still deserve improvement.

	I particularly value this feature. (1)	I believe this feature deserves improvement. (2)
Focus on young children (1)	○	○
Emphasis on diversity and social inclusion (2)	○	○
Reference to research evidence (4)	○	○
Reference to international research (5)	○	○
Practice oriented tips in the blog posts (6)	○	○
Discussion of good examples abroad (7)	○	○

Illuminating reflections (8)	○	○
Nuanced reporting (9)	○	○
Accessible language (10)	○	○
Discussion of the latest innovations (11)	○	○
Use of social media (facebook, pinterest) (12)	○	○
Possibility to respond to blog posts (13)	○	○
Posts by guestbloggers (14)	○	○
Translation of new insights into the national context (15)	○	○

We are very interested in your personal experience with NAME-OF-BLOG. Share your story with us here.

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What tips do you have for us to improve NAME-OF-BLOG?

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Thank you for your participation!