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Apendix A

Presentation of the picture-book:

Group UNDER	Group UNDER-ON	Group UNDER-IN
Mauzi i jej przyjaciele bawią sie w chowanego. Kto jest pod łóżkiem? Kuno! On sie tam zmieścił.		
Kuno jest POD łóżkiem, widzicie?	Kuno jest POD łóżkiem, widzicie? Nie NA łóżkiu	Kuno jest W tej dziurze, POD łóżkiem, widzicie?
A kto jest pod stołem? Zuzia! Siedzi tam cichutko		
Zuzia jest POD stołem, widzicie?	Zuzia jest POD stołem, widzicie? A NA stole są ciasteczka...	Zuzia jest W tej dziurze, POD stołem, widzicie?
A kto jest pod zlewozmywakiem? Adaś! Siedzi tam cichutko		
Adaś jest POD zlewozmywakiem, widzicie?	Adaś jest POD zlewozmywakiem, widzicie? A NA zlemozmywaku stoi płyn do mycia naczyń...	Adaś jest W tej dziurze, POD zlewozmywakiem, widzicie?
A kto jest pod pierzyną? Misiu! On się przytula do myszki!		
Misiu jest POD pierzyną, widzicie?	Misiu jest POD pierzyną, widzicie? A NA pierzynie są...	Misiu jest W tej dziurze, POD pierzyną, widzicie?

Apendix B

Information sheet for caregivers handed out at the beginning of the training study:

Naturalność a badania

Szanowni Rodzice,

pracując z dziećmi i chcąc osiągnąć wyniki, które mówią o rozwoju sposobu myślenia człowieka, stawiam sobie często pytanie, czy sytuacje, w których obserwuję dzieci są naturalne?

Faktem jest, że posługuję się metodą "eksperymentalną", która tylko do pewnego momentu umożliwia mi stworzenie naturalnej sytuacji. Moje rozmowy z dziećmi muszę tak kontrolować, aby każde z nich zostało potraktowane tak samo — inaczej nie mogłabym porównywać danych uczestników ze sobą. Sposobem porównywania i sumowania dochodzę do znaczących danych statystycznych, które to wykluczając możliwość przypadku i przypadków wyjątkowych, będą wykorzystywane przez innych naukowców. Proszę więc nie dziwić się, ze sytuacja, w której odbywa się badanie nie jest zupełnie naturalna.

Najważniejszym czynnikiem moich badań jest naturalna wiedza Państwa dziecka. Rozmawiając z nim, uzyskuję cenne dane. W badaniach zwracam uwagę, jak dzieci wykorzystują swoją wiedzę — przy tym najcenniejsze są ich "błędy".

Dlatego tez proszę bardzo Państwa nie interweniować w badania, ani nie powtarzać treści badania przez czas ćwiczeń w domu, ponieważ celem tego badania nie jest egzamin wiedzy dziecka, ale obserwacja jego naturalnego rozwiązywania zadań. Każda zmiana i interwencja może odzwieciedlić się negatywnie w wynikach mojej pracy.

Dziękuję za zrozumienie i jeszcze raz za udział!

Erklärung

Hiermit erkläre ich, dass die vorliegende Dissertation in der gegenwärtigen oder einer anderen Fassung noch nicht einer Fakultät vorgelegen hat. Darüber hinaus erkläre ich, dass ich die vorliegende Arbeit selbstständig verfasst, keine anderen als die angegebenen Hilfsmittel verwendet und wörtlich oder inhaltlich übernommene Stellen als solche gekennzeichnet habe.

Diese Dissertation ist auf alterungsbeständigem Papier nach DIN-ISO 9706 gedruckt.

Katharina J. Rohlfing

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