

## Dagtilbudskortlægning: Spørgeramme med hjælpetekster

*Coding for mapping, description and quality assessment.*

### Section A

#### **A1: Date of the review and names of the reviewers**

- Please enter the date of the review
- Please enter the names of the reviewers

#### **A2: Type of publication (only one coding allowed)**

- Journal article
- Thesis/dissertation
- Book
- Book chapter
- Report
- Other (please specify)

#### **A3: Please enter if the data used in this study is part of another study (only one coding allowed)**

- Yes, the data used in this study is part of another study (please specify)  
*Please inform about the overall - and/or all known - publications.*
- No, the data used in this study are not part of another study (or no information provided)

#### **A4: Does this study have a broader focus and this data extraction just focus on one component of the study? (only one coding allowed)**

- Yes, the study has a broad focus (please specify)  
*Please specify the specific focus of this data extraction.*
- No, the whole study is the focus of this data extraction

**A5: Publication language (only one coding allowed)**

- English
- Danish
- Norwegian
- Swedish
- Other language (please specify)

**A6: What is the purpose of the study? (only one coding allowed)**

*This question refers only to the purpose of a study, not to the design or methods used.*

- Description  
*Please use this code for studies in which the aim is to produce a description of a state of affairs or a particular phenomenon, and/or to document its characteristics. In these types of studies there is no attempt to evaluate a particular intervention programme (according to either the processes involved in its implementation or its effects on outcomes), or to examine the associations between one or more variables. These types of studies are usually, but not always, conducted at one point in time (i.e. cross sectional). They can include studies such as an interview of head teachers to count how many have explicit policies on continuing professional development for teachers; a study documenting student attitudes to national examinations using focus groups; a survey of the felt needs of parents using self-completion questionnaires, about whether they want a school bus service.*
- Exploration of relationships  
*Please use this code for a study type which examines relationships and/or statistical associations between variables in order to build theories and develop hypotheses. These studies may describe a process or processes (what goes on) in order to explore how a particular state of affairs might be produced, maintained and changed.*  
*These relationships may be discovered using qualitative techniques, and/or statistical analyses. For instance, observations of children at play may elucidate the process of gender stereotyping, and suggest the kinds of interventions which may be appropriate to reduce any negative effects in the classroom. Complex statistical analysis may be helpful in modelling the relationships between parents' social class and language in the home. These may lead to the development of theories about the mechanisms of language acquisition, and possible policies to intervene in a causal pathway. These studies often consider variables such as social class and gender which are not interventions, although these studies may aid understanding, and may suggest possible interventions, as well as ways in which a programme design and implementation could be improved. These studies do not directly evaluate the effects of policies and practices.*
- "What works"  
*A study will only fall within this category if it measures effectiveness or evaluate impact - i.e. the impact of a specific intervention or programme on a defined sample of recipients or subjects of the programme or intervention. A what works-study is always a quantitative study.*

- Mapping/synthesizing research  
*Studies which summarise and synthesise primary research studies.*

**A7: Do authors report how the study was funded? (multiple coding allowed)**

- Research council/research foundation, please state the name of the funder
- Ministry/government/local government, please state the name of the funder
- University/research institutions, please state the name of the funder
- Union funding, please state the name of the funder
- Private funding, please state the name of the funder
- Other, please specify
- Not stated

**A8: In which country or countries was the study carried out? (multiple coding allowed)**

- Denmark
- Norway
- Sweden
- Other OECD countries, please specify

**A9: Is the study qualitative or quantitative? Or is it a mixed methods research? (only one coding allowed)**

- The study is qualitative
- The study is quantitative
- The study is a mixed methods research
- The study is a review/research mapping
- Not stated

**A10: What is the design of the study? (multiple coding allowed)**

- Ethnography  
*Please use this code when the researchers present a qualitative description of a human social phenomena, based on fieldwork.*

- Observation study
- View study  
*Please use this code where the researchers try to understand a phenomenon from the point of the 'world-view' of a particular, group, culture or society. In these studies there is attention to subjective meaning, perspectives and experience. The researchers have typically used a questionnaire to collect quantitative information about items from a sample or population e.g. parents views on education.*
- Case study  
*Please use this code when researchers refer explicitly to their design/ approach as a 'case study'. Where possible further information about the methods used in the case study should be coded.*
- Action research  
*Please use this code where practitioners or institutions have used research as part of a process of development and/or change. Where possible further information about the research methods used should be coded.*
- Cross-sectional  
*Please use this code when the researchers collect data at one specific point in time.*
- Document study  
*Please use this code where researchers have used documents as a source of data (e.g. policy documents or documents from day-care).*
- Longitudinal study  
*Please use this code for studies that gathers data over an extended period of time to study the development of a specific social phenomenon; from several months to many years.*
- Cohort study  
*Please use this code where researchers prospectively study a cohort (e.g. learners with some common characteristics), look forward in time to measure their later outcomes (e.g. achievement) and relate the experiences to the outcomes achieved.*
- Case-control study  
*Please use this code where researchers compare two or more groups of individuals on the basis of their current situation (e.g. 16 year old pupils with high current educational performance compared to those with average educational performance), and look back in time to examine the statistical association with different policies or practices which they have experienced (e.g. class size; attendance at single sex or mixed sex schools; non-school activities etc.).*
- Controlled experiment with random allocation to groups (RCT)  
*Please use this code if the outcome was measured using a randomised controlled trial. To be classified as an RCT, the evaluation must: 1) Compare two or more groups which receive different interventions or different intensities/levels of an intervention; and/or with a group which does not receive any intervention at all and 2) Allocate participants (individuals, classes, schools, etc.) or sequences to the different groups based on a fully random schedule (e.g. a random numbers table is used). If the report states that random allocation was used and no further information is given then please code as RCT. If the allocation is not fully randomised (e.g. allocation by alternate numbers by date of birth) then please code as an 'Experiment with non-random allocation to groups'.*

- Experiment with non-random allocation to groups (quasi-experiment)  
*Please use this code if the study compares two or more groups which receive different interventions, or different intensities/levels of an intervention to each other and/or with a control group that does not allocate participants (individuals, classes, schools etc.) or sequences in a fully random manner. This keyword should be used for studies which describe groups being allocated using a quasi-random method or other non-random method.*
- One group pre-post test  
*Please use this code where a group of subjects e.g. a class of school children is tested on outcome of interest before being given an intervention which is being studied. After receiving the intervention the same test is administered again to the same subjects. The outcome is the difference between the pre and post test scores.*
- One group post-test only  
*Please use this code where one group of subjects is tested on outcome of interest after receiving the intervention which is being evaluated.*
- Secondary data analysis  
*Please use this code where researchers have used data from a pre-existing dataset e.g. National, statistical datasets to answer their 'new' research question.*
- Review (non-systematic)  
*Please use this code for cases where the review discusses a particular issue bringing together the opinions/findings/conclusions from a range of previous studies but where the review does not meet the criteria for a systematic review.*
- Systematic review  
*Please use this code if the review is explicit in its reporting of a systematic strategy used for (i) searching for studies (i.e. it reports which databases have been searched and the keywords used to search the database, the list of journals hand searched, and describes attempts to find unpublished or 'grey' literature; (ii) the criteria for including and excluding studies in the review and, (iii) methods used for assessing the quality and collating the findings of included studies.*
- Other (please specify)

**A11: Which methods were used to collect the data? (multiple coding allowed)**

*Studies may use more than one method. Please code each method used.*

- Observation
- One-to-one interview
- Focus group interview
- Questionnaire
- Report of diary (field notes)
- Collection of data from day-care (minutes of meeting, calendar etc.)
- Sound recording

- Video
- Official documents such as laws, regulations and programs
- Clinical test
- Physical test
- Psychological test
- Practical test
- Language proficiency test
- Secondary data
- Curriculum-based assessment
- School/college records (e.g. attendance records)
- Presentation of hypothetical scenario
- Literature search (Review/research mapping)
- Other (please specify)

**A12: Which actors and their conditions are explored? (multiple coding allowed)**

- Educational staff: Leadership/management
- Educational staff: Practitioner
- Children between 0-1 years
- Children 1 year
- Children 2 years
- Children 3 years
- Children 4 years
- Children 5 years
- Children 6 years
- No information provided on the age of the children
- Parent
- Governance: Municipal
- Governance: State government
- Politician
- Trade union
- Other, please specify
- Not relevant, this study is a review/research mapping

**A13: In studies with children, which age groups are covered?**

- Age 0-3

- Age 3-6
- Other, please specify
- Not applicable

**A14: Who informs the study? (multiple coding allowed)**

- Educational staff: Leadership/management
- Educational staff: Practitioner
- Children between 0-1 years
- Children 1 year
- Children 2 years
- Children 3 years
- Children 4 years
- Children 5 years
- Children 6 years
- No information provided on the age of the children
- Parent
- Governance: Municipal
- Governance: State government
- Politician
- Trade union
- Other, please specify
- Not relevant, this study is a review/research mapping

**A15: In cases where children inform the study, which age groups are included?**

- Age 0-3
- Age 3-6
- Other, please specify
- Not applicable

## **Section B**

**B1: Main topic(s)? (multiple coding allowed)**

- Teaching and learning

- Equal opportunity
- Health
- Organization and management
- Evaluation and assessment
- Methodology
- Curriculum
- Policy
- Economy
- Teacher career
- Classroom management
- Day-care quality
- Transition from day-care to school
- Children's physical action and development in day care
- Perspective of the child
- Pedagogical practices
- Play practices
- Technology and ICT
- Other, please specify

**B2: Main educational feature(s)? (multiple coding allowed)**

*Hvad er i fokus i undersøgelsen?*

- Content  
*Indhold i dagtilbuddet, eksempelvis sociale relationer, interaktioner, læreprocesser og faglig udvikling hos personalet.*
- Basic values and/or ethics  
*Værdier og etiske normer eller forhold, f.eks i institutionen, blandt pædagoger eller forældre.*
- Assessment, evaluation, quality assurance and development  
*Formelle og uformelle vurderinger eller evalueringer i dagtilbud. Kan både være rettet mod børn (læring, trivsel, sociale kompetencer osv.) og foregå på institutionsniveau.*
- Working method/educational method  
*Når bestemte metoder eller teknikker undersøges i dagtilbuddet.*
- Intention and purpose
- Working with control documents  
*Når offentlige dokumenter indgår i undersøgelsen, så som læreplaner eller andre kommunale eller statslige dokumenter.*
- Other, please specify
- Not relevant, this study does not have any main educational feature



### **B3: Social and institutional aspect(s)? (multiple coding allowed)**

- Relation and communication  
*Relationer og kommunikation mellem børn/børn, børn/voksne, institution/forældre osv.*
- Learning organization  
*Dagtilbuddet som lærende organisation.*
- Inclusion/exclusion  
*Inklusions- og eksklusionsmekanismer i dagtilbuddet. Kan f.eks. være indsatser for at inkludere børn med særlige vanskeligheder eller omhandle mobning i dagtilbuddet.*
- Social system  
*Dagtilbuddet som socialt system hvor sociale processer og interaktion indgår som væsentlige momenter.*
- Management and organization  
*Ledelse og organisering af dagtilbuddet.*
- Physical environment  
*Fysisk inde- og udemiljø.*
- Not applicable

### **B4: The institution in society (multiple coding allowed)**

- The institution in society  
*Dagtilbuddet som særlig institution i samfundet.*
- The institution in a historical and cultural perspective  
*Dagtilbuddet som historisk eller kulturel institution i samfundet. Kan f.eks. være historisk udvikling i dagtilbuddet eller hvordan dagtilbuddet varetager særlige kulturelle fænomener. Et andet eksempel kan være dagtilbuddet som arena for inklusion av kulturelle minoriteter, så som samer i Norge.*
- The institution in an economic and political perspective  
*Lovgivning, politikker, økonomi. F.eks. sammenhæng mellem dagtilbud og arbejdsmarked eller forældrebetaling i dagtilbuddet.*
- Not applicable

## **Section C**

*Coding for quality assessment.*

### **C1: Is the context of the study adequately described? (only one coding allowed)**

*Take into account: If the researchers discuss the contribution the study makes to existing knowledge or*

*understanding, e.g. do they consider the findings in relation to current practice or policy? Or relevant research-based literature?*

*Please consider these questions: Why was this study done at this point in time, in those contexts and with those people or institutions? Was the study informed by, or linked to an existing body of empirical and/or theoretical research? Which groups were consulted in working out the aims to be addressed in this study? Do the authors report how the study was funded? When was the study carried out?*

- Yes, please justify assessment
- No, please justify assessment

**C2: Are the aims of the study clearly reported? (only one coding allowed)**

*Take into account:*

- *What was the goal of the research?*
- *Why it was thought important and relevant?*
- *What are the study research questions and/or hypothesis?*

*In case of a review/research mapping, what is/are the review question(s)?*

- Yes, please justify assessment
- No, please justify assessment

**C3: Is there an adequate description of the sample used in the study and how the sample was identified and recruited? (only one coding allowed)**

*Take into account:*

- *If the researcher has given sufficient description of the sample used in the study (e.g. demographic variable).*
- *If the researcher has explained how the participants were selected.*
- *If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study.*
- *If they are any discussions around recruitment (e.g. why some people choose not to take part).*

*In case of a review/research mapping, the term "sample" refers to the number of included references.*

*When assessing whether the sample description is adequate, take into consideration:*

- *Does the study provide a clear description of the search strategy, the identification of relevant databases, and the inclusion/exclusion of studies for analysis?*
- *Are the criteria for inclusion/exclusion described, and does the author provide an overview of the number of hits found in different databases?*
- *Is the process from search through screening and finally inclusion of references made visible?*

- Yes, please justify assessment
- No, please justify assessment

**C4: Is there an adequate description of the methods used in the study to collect data? (only one coding allowed)**

*Take into account:*

- *If the setting for data collection was justified*
- *If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)*
- *If the researcher has justified the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?*
- *If methods were modified during the study. If so, has the researcher explained how and why?*
- *If the form of data is clear (e.g. tape recordings, video material, notes etc.).*
- *If the researcher has discussed saturation of data.*

*In case of a review/research mapping, is the review method used clearly specified? Is it a full systematic review or some other form of mapping or meta-analysis? How is the literature search carried out?*

- Yes, please justify assessment
- No, please justify assessment

**C5: Is there an adequate description of data analysis? (only one coding allowed)**

*Take into account:*

- *If it is clear how data were analysed? (E.g. methods and clear concepts)*
- *If there is an in-depth description of the analysis process.*
- *Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process.*
- *Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation.*
- *If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst).*

*In case of a review/research mapping, is the analysis of included references described? Is there a clear analytic strategy?*

- Yes, please justify assessment
- No, please justify assessment

**C6: Is the study reported with sufficient transparency? (only one coding allowed)**

*The general conditions of publishing research should be taken into consideration. Transparency in the data collection and data analysis. E.g. the researcher can be contacted for further information.*

- Yes, please justify assessment
- No, please justify assessment

**C7: Do the authors explicitly state where the full, original data are stored? (only one coding allowed)**

- Yes, please justify assessment
- No, please justify assessment

**C8: Do the authors avoid selective reporting bias? (only one coding allowed)**

*E.g. do they report on all variables they aimed to study, as specified in their aims/research questions?*

- Yes, please justify assessment
- No, please justify assessment

**C9: Do reviewers assess that there are any ethical concerns/problems about the way the study was conducted? (only one coding allowed)**

*Take into account:*

*- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained.*

*- If the researcher has discussed issues raised by the study (e.g. issues around informed consent of confidentiality or how they have handled the effects of the study on the participants during and after the study)*

*- If approval has been sought from the ethics committee.*

*In case of a review/research mapping, please make that clear.*

- Yes, please justify assessment
- No, please justify assessment

**C10: Was the choice of research design appropriate for addressing the research question(s) posed? (only one coding allowed)**

*Take into account:*

- *If the researcher has justified the research design (e.g. have they discussed how they decided which method to use?)*
- *(For qualitative research) If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants.*
- *(For qualitative research) Is qualitative research the right methodology for addressing the research goal?*

- Yes, please justify assessment
- No, please justify assessment

**C11: Have sufficient attempts been made to establish the repeatability, reliability, validity or trustworthiness of data collection methods or tools? (only one coding allowed)**

*Consider whether and how the authors address this question, if these considerations are extensive, and are there any problems in the data collection methods or tools regarding the repeatability or reliability.*

*Regarding validity and trustworthiness, take into account:*

- *Has the relationship between researcher and participants been adequately considered?*
- *If the researcher critically examined their own role, potential bias and influence during field work (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location.*
- *How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.*

*In case of a review/research mapping, pay specific attention to the following aspects:*

- *the literature search and use of databases: Are the search terms or strings presented? Does the author reflect on the choice of databases?*
- *criteria for inclusion/exclusion of references: Are these criteria made visible, and does the author reflect on them?*
- *is a quality assessment of the included references performed?*
- *are transparent and systematic procedures used, in line with the concept of a systematic review or a research mapping.*

*When assessing a review or research mapping, take into consideration the different demands imposed on for instance a full systematic review as compared to a brief research mapping/desktop study.*

- Yes, please justify assessment
- No, please justify assessment

**C12: Have sufficient attempts been made to establish the repeatability, reliability, validity or trustworthiness of data analysis? (only one coding allowed)**

*Take into account:*

- *If there is an in-depth description of the analysis process.*
- *If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data?*
- *Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process.*
- *If sufficient data are presented to support the findings.*
- *To what extent contradictory data are taken into account*
- *Whether the research critically examined their own role, potential bias and influence during analysis and selection of data for presentation.*

*In case of a review/research mapping, pay specific attention to the following aspects:*

- *How are the analytical themes and conclusions derived from the included references?*
- *Is a description of the analytical process and the use of for instance specific analytical methods or concepts provided?*
- *Does the author critically assess the quality of the studies included for analysis and the risk of potential sources of error/bias?*
- *Does the author critically consider the ability of the review to state general analytical conclusions based on studies using different methodologies, theoretical frameworks etc.?*

- Yes, please justify assessment
- No, please justify assessment

**C13: To what extent are the research design and methods employed able to rule out any other sources of error/bias which would lead to alternative explanations for the findings of the study? (only one coding allowed)**

*E.g. if allocation into groups: Was the process concealed or predictable in advance? If not concealed: Were sufficient substitute procedures employed with adequate rigour to rule out any alternative explanations of the result? E.g. was the drop-out rate high and, if applicable, similar between different groups?*

- A lot, please justify assessment
- A little, please justify assessment
- Not at all, please justify assessment

**C14: Does the author address the generalizability of the study? (only one coding allowed)**

*Take into account:*

*- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used.*

- Yes, the study results are generalizable to the population
- Yes, the author concludes that this study is not generalizable
- Yes, the study results are generalizable in a contextual or conceptual way
- Yes, the study results are generalizable to other groups with the similar characteristics
- No, the author does not address the generalizability of the study

**C15: In light of the above, do the reviewers differ from the authors over the findings or conclusions of the study? (only one coding allowed)**

*Take into account:*

*- If the findings are explicit.*

*- If the findings and conclusions reflect theoretical discussions, if the study is theory driven.*

*- If there is adequate discussion of the evidence both for and against the researchers arguments.*

*- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst).*

*- If the findings are discussed in relation to the original research question.*

*- (Qualitative research) If the findings expresses new understanding (is generating theory) about the subject in matter.*

- Yes, please justify assessment
- No, please justify assessment

**C16: Overall weight of evidence? (only one coding allowed)**

*Take into account:*

*- Have sufficient attempts been made to justify the conclusions drawn from the findings, so that the conclusions are trustworthy?*

*- Taking account of all quality assessment issues, can the study findings be trusted in answering the study questions(s)?*

- High, please justify assessment
- Medium, please justify assessment
- Low, please justify assessment