

Researching
Children's
Perspectives



edited by

Ann Lewis and Geoff Lindsay

Researching Childrens Perspectives

Bernard Spodek,Olivia N. Saracho



Researching Children's Perspectives:

Researching Children's Perspectives Ann Lewis, Geoff Lindsay, 1999-12-16 This is a book which I will return to over time It carries a powerful and empowering message about the task of researching children's views It deserves to find an automatic place in staffroom libraries I happily recommend it Support for Learning The 1990s have been marked by a growing emphasis in various professional contexts on obtaining the views of clients including children This position is an international one shared across the developed world and encapsulated in the UN Convention on the rights of the child This book addresses the issues and practicalities surrounding the obtaining of children's views particularly in the research context The book takes a deliberately and explicitly pluralist stance Its distinctiveness rests on the scrutiny of methodological issues pertaining to the collection of children's views and practical applications The book is structured around two main sections Section 1 examines five aspects of theoretical and conceptual issues ethical issues and codes of conduct children's rights the legal perspective developmental dimensions and sociological issues Section 2 illustrates these aspects by focusing on methods and applications in obtaining children's views in specific projects The book is aimed at researchers and graduate students in psychology social sciences education health and law It will also be of value to a range of professionals involved in eliciting children's views e.g. psychologists teachers social workers medical workers and the police

Researching Young Children's Perspectives Deborah Harcourt, Bob Perry, Tim Waller, 2011-03-08 What ethical dilemmas face researchers who work with young children Researching Young Children's Perspectives critically examines the challenges and complexities of rights based participatory research with children Rather than approaching these dilemmas as problematic issues this book positions them as important topics for discussion and reflection Drawing from their own rich experiences as research collaborators with young children in internationally diverse settings the authors consider the ethical methodological and theoretical frameworks that guide best practice in research with young children Each chapter poses points for consideration that will inform and challenge both the novice and experienced researcher such as How participatory can research be with infants under eighteen months When should listening through observation stand alone What is the distinction between methodologies and methods How can all young children be assured of a voice in research The authors also present seven separate case studies which demonstrate exemplary research with young children Each study is accompanied by insightful commentary from the authors who highlight the issues or difficulties faced and propose potential solutions If you are a student at undergraduate level and above this book will give you all the confidence you need to conduct your own high quality research with children

Research With Children Pia Christensen, Allison James, 2008-03-28 Research with Children is a unique resource book on the methodology of childhood research Leading and new researchers within the social studies of childhood discuss central questions of epistemology and methodology demonstrating the links between theory and practice The theoretical and practical questions are set out in a clear and well argued fashion and will therefore appeal both

to the newcomer to childhood studies and to experienced researchers in the field Researching Children'S Perspectives Lewis, Ann,Lindsay, Geoff,1999-12-01 This is a book which I will return to over time It carries a powerful and empowering message about the task of researching children s views It deserves to find an automatic place in staffroom libraries I happily recommed it Support for Learning The 1990s have been marked by a growing emphasis in various professional contexts on obtaining the views of clients including children This position is an international one shared across the developed world and encapsulated in the UN Convention on the rights of the child This book addresses the issues and practicalities surrounding the obtaining of children s views particularly in the research context The book takes a deliberately and explicitly pluralist stance Its distinctiveness rests on the scrutiny of methodological issues pertaining to the collection of children s views and practical applications The book is structured around two main sections Section 1 examines five aspects of theoretical and conceptual issues ethical issues and codes of conduct children s rights the legal perspective developmental dimensions and sociological issues Section 2 illustrates these aspects by focusing on methods and applications in obtaining children s views in specific projects The book is aimed at researchers and graduate students in psychology social sciences education health and law It will also be of value to a range of professionals involved in eliciting children s views e g psychologists teachers social workers medical workers and the police Research with Children Pia Christensen,2000 *Research Methods for Children* Laura Anne Nabors,2013 Research with children is an invaluable way to tell their story in their own words Research documenting ideas about children from parent and teacher perspectives is valuable but in itself does not tell the story from the child s point of view Thus the purpose of this book is to develop a book for those interested in conducting research with children to document their voices and perceptions Each chapter in this book is intended to provide a summary of ideas that will help the reader in thinking about research for children from their perspective and telling their story The author spent time during graduate school wondering why so much information about children was presented from the adult perspective This observation has lead to a research track for this author wherein she has tried to focus the knowledge camera if you will on children s perspectives of their development and their world This is the foundational idea for the development of this book

Understanding Children's Perspectives in Social Research M. Rezaul Islam,2024-06-17 Comprehensive exploration of the intricacies and ethical dimensions involved in conducting research with children Understanding Children s Perspectives in Social Research explores how to conduct ethical and meaningful research involving children covering research methodologies practical strategies and more The book delves into the historical evolution of children s participation in research and elucidates the ethical foundations rooted in the Convention on the Rights of the Child CRC and theoretical frameworks such as social constructivism and children s agency shedding light on the significance of developmental psychology in shaping research methodologies tailored to different age groups The book also offers insights into designing child centric research studies that empower children as active contributors addressing challenges and emphasizing the

importance of informed consent assent confidentiality and creating safe child friendly research environments Furthermore the book underscores the significance of diverse data collection methods that capture children s voices authentically It explores child focused interviews focus groups that encourage peer interaction and innovative techniques such as visual methods and digital approaches The book culminates in discussing the implications of children s perspectives for policy practice and societal change Understanding Children s Perspectives in Social Research includes discussion on Developing a collaborative environment during research participation and the role of comfort and safety in the ethical well being of children Trust and transparency in parental involvement understanding and connecting to children through active listening and using a non directive style in child centered conversations Fostering engagement and insights through play and games amplifying voices through storytelling and exploring emotions in reflective play Embracing technological advancements and envisioning an inclusive future that acknowledges the impact of children s perspectives on various spheres of society Covering ethical considerations research methodologies practical strategies and much more Understanding Children s Perspectives in Social Research serves as a highly valuable guide for researchers educators policymakers and advocates committed to engaging with children s voices in a respectful ethical and meaningful manner

Researching Children's Experience Sheila Greene,Diane Hogan,2005-02-09 How should the researcher approach the sensitive subject of the child What are the ethical issues involved with researching children s experiences The essays in this text address these questions and examine up to date methodological and conceptual approaches to researching children OCLC

Understanding Children's Perspectives in Social Research M. Rezaul Islam,2024-05-14 Comprehensive exploration of the intricacies and ethical dimensions involved in conducting research with children Understanding Children s Perspectives in Social Research explores how to conduct ethical and meaningful research involving children covering research methodologies practical strategies and more The book delves into the historical evolution of children s participation in research and elucidates the ethical foundations rooted in the Convention on the Rights of the Child CRC and theoretical frameworks such as social constructivism and children s agency shedding light on the significance of developmental psychology in shaping research methodologies tailored to different age groups The book also offers insights into designing child centric research studies that empower children as active contributors addressing challenges and emphasizing the importance of informed consent assent confidentiality and creating safe child friendly research environments Furthermore the book underscores the significance of diverse data collection methods that capture children s voices authentically It explores child focused interviews focus groups that encourage peer interaction and innovative techniques such as visual methods and digital approaches The book culminates in discussing the implications of children s perspectives for policy practice and societal change Understanding Children s Perspectives in Social Research includes discussion on Developing a collaborative environment during research participation and the role of comfort and safety in the ethical well being of children Trust and transparency in parental

involvement understanding and connecting to children through active listening and using a non directive style in child centered conversations Fostering engagement and insights through play and games amplifying voices through storytelling and exploring emotions in reflective play Embracing technological advancements and envisioning an inclusive future that acknowledges the impact of children s perspectives on various spheres of society Covering ethical considerations research methodologies practical strategies and much more Understanding Children s Perspectives in Social Research serves as a highly valuable guide for researchers educators policymakers and advocates committed to engaging with children s voices in a respectful ethical and meaningful manner

Children's Perspectives on Integrated Services Mary Kellett,2011-09-06 Launching Palgrave s new Interagency Working in Health and Social Care series this book provides one of the first reflective assessments of the Every Child Matters legacy of New Labour Woven through with the voice of the child it examines the new landscape of children s services in both principle and practice

Child Perspectives and Children's Perspectives in Theory and Practice Dion Sommer,Ingrid Pramling Samuelsson,Karsten Hundeide,2009-12-24 Recent decades have seen a growing emphasis in a number of professional contexts on acknowledging and acting on the views of children This trend was given added weight by the UN Convention on the Rights of the Child ratified in 1990 Today seeking the perspective of the child has become an essential process in all sorts of tasks from framing new legislation to regulating professions This book answers the fundamental question of what it is that constitutes a child perspective and how this might differ from the perspectives of children themselves The answers to such questions have important implications for building progressive and developmental adult child relationships However theoretical and empirical treatments of child perspectives and children s perspectives are very diverse and idiosyncratic and the standard reference work has yet to be written Thus this work is an attempt to fill the gap in the literature by searching for and defining key formulations of potential child perspectives within parts of the so called new child paradigm This has been derived from childhood sociology contextual relational developmental psychology interpretative humanistic psychology and developmental pedagogy The highly experienced authors develop a comprehensive professional child perspective paradigm that integrates recent theory and empirical child research With its clear presentation of underlying theories and suggested applications this book illustrates a child oriented understanding of specific relevance to both child care and preschool educational practice

Inside Role-Play in Early Childhood Education Sue Rogers,Julie Evans,2008-01-18 Based on extensive research and grounded in everyday classroom practice the authors of this book explore important issues surrounding play in the early years curriculum The book presents children s views on and response to their role play environment alongside examples of good classroom practice and addresses vital questions such as Will structuring role play replace children s own attempts to create scenarios that grow out of their interests and relationships Has an over emphasis on subjects like literacy and numeracy eclipsed the important processes inherent in children s social play How we can ensure that provision for role play fully benefits all young children Critically the authors

present the child's perspective on play in schools throughout and argue firmly against a formal inflexible learning environment for young children. This book will be fascinating to all students on primary education undergraduate courses and early childhood studies. Researchers and course leaders will also find this book a ground-breaking read. *Beyond Listening* Clark, Alison, Peter Moss, Kjørholt, Anne Trine, 2005-10-19. From both an international perspective and through combining theory, practice and reflection, this book examines critically how listening to young children in early childhood services is understood and practiced.

Further Perspectives on Researching Play from a Playwork Perspective Pete King, Shelly Newstead, 2020-10-08. Building on the success of the first volume of *Researching Play from a Playwork Perspective*, this book further develops the crucial research of playwork as an emerging and unique discipline. The first volume explored how an understanding of playwork theory and practice can inform research into children's play. From the seven contributors, four common themes to researching play from a playwork perspective were identified: rights-based process, critical reflection and playfulness. This second volume aims to explore these four factors from two angles. The first considers how four more playworkers have researched play in four different contexts: prison, gender and toys in Dutch play provision and in the area of autism. In the second part of the book, the four pillars of playwork research are explored by academics from other disciplines with an interest in playwork research. This will be of great interest to researchers and upper-level students in the fields of playwork, childcare, early years education, psychology and children's rights. It will also appeal to practitioners in a wide variety of professional contexts including childcare and therapy.

Doing Research with Children and Young People Sandy Fraser, Open University, 2004. *Doing Research with Children and Young People* introduces researchers to the key considerations involved in working with children and young people.

Ethics and Research in Inclusive Education Melanie Nind, Jonathan Rix, Kieron Sheehy, Katy Simmons, 2014-01-02. The recent move towards inclusive education has radically influenced the way educational research is conducted. Students need to become aware of the critical legal and ethical responsibilities that arise from investigation in this new and expanding area. Written from the standpoint of inclusive education rather than special education, this carefully edited collection of readings from a wide variety of sources will develop the student's ability to identify and respond to ethical dilemmas that occur within their particular research methodologies and settings, respond appropriately to the myriad of complex legal issues that are pertinent to their own work. The contributions to this book draw upon examples of inclusive practices from around the world. Students taking postgraduate courses or diplomas in Inclusive Education will find this an invaluable read.

Capturing Children's Meanings in Early Childhood Research and Practice Ann Marie Halpenny, 2020-11-26. *Capturing Children's Meanings in Early Childhood Research and Practice* draws together contemporary research and established theories to produce a unique take on the meanings children express through a range of creative tools. Drawing on Reggio Emilia and the Mosaic approach, this book provides readers with a range of strategies for accessing, recording and interpreting young children's perceptions of and

responses to their experiences Providing a synthesis of the multiple imaginative ways we can capture young children s meanings through observations art photo elicitation mindfulness music and other creative methods Halpenny covers topics such as Negotiating challenges presented by researching with children Frameworks for seeing and hearing children s intentions Accurately documenting and interpreting research findings Promoting children s meanings and their performance of them Moving forward with new understandings This book is an indispensable resource for students of early childhood education especially for courses focusing on the lived experiences of children from early to middle childhood It is also a useful reference for those working with young children in educational and caregiving settings and for those advocating for young children

Practical Research Methods in Education Mike Lambert,2019-03-04 Practical Research Methods in Education is a hands on guide which critically explores and scrutinizes research methods used in educational enquiry Drawing on the research practical experience and reflections of active researchers each chapter offers explanations examples tasks for students to undertake and suggestions for further reading all of which are designed to strengthen understanding of practical methods of data collection in educational and social science research This insightful book offers Detailed illustration of a range of data collection methods and approaches used in educational research Chapters written by active researchers experienced in addressing challenges of carrying out practical research in education Examples study tasks and suggestions for further reading in each chapter An exploration of critical reflection and decision making in relation to research methodology in education Close attention to research ethics Exploring practical methods of data collection for educational and social science research Practical Research Methods in Education is a unique and valuable resource for any students interested and engaged in the planning and completion of their own investigations

International Handbook of Research and Development in Technology Education ,2009-01-01 This international handbook reflects on the development of the field of technology education From reviewing how the field has developed and its current strengths consideration is given to where the field might go and how it can be supported in this process This handbook argues that technology is an essential part of education for all and it provides a unique coverage of the developing field of technology education It is divided into eight sections from consideration of different approaches to education in different countries through thinking about the nature of technology perceptions of technology relationships between science technology and society learning and teaching assessment teacher education and professional development and developed and developing research approaches This book constitutes a significant collection of work from numerous countries and authors actively engaged in technology education research and development It is intended for graduate students academics researchers curriculum developers professional development providers policy makers and practitioners The development of this handbook represents an important step in the maturity of the field of technology education The field has matured as our technological society has matured to the point that research and practice can be documented as shared in this publication

Historians will look at this international handbook as a significant comprehensive step for a field of education that focuses on technology innovation design and engineering for all students Kendall Starkweather Ph D DTE CAE ITEA Executive Director

Handbook of Research on the Education of Young Children Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child

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