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## Approaches to Participatory Research with Young Children

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# Welcome



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# Sessions aims

To consider challenges to young children's participation in research

To identify the capabilities of young children and their preferred means of responding

To examine an example of participatory research



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Young children are social and active meaning makers who show interest, knowledge and skills in a variety of engagements (Marsh, 2004)

Increasing international interest in participatory methods and developing methods for “listening to children”



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# Perceived challenges

Hill (2006) argues that adults' views, including the **underestimation of children capacities**, are significant barriers to participation

A key challenge is to ensure children have the **space to articulate their views and perspectives** beyond the constraints of adult views, interpretation and agenda (Waller, 2006).



# Young children in deficit?

Young children can...

Research shouldn't aim to be "child-friendly" but be "participant-friendly" (Fraser, 2004).



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# Potentials and possibilities

Clark and Moss (2001; 2005) demonstrate the potency and value of listening to young children







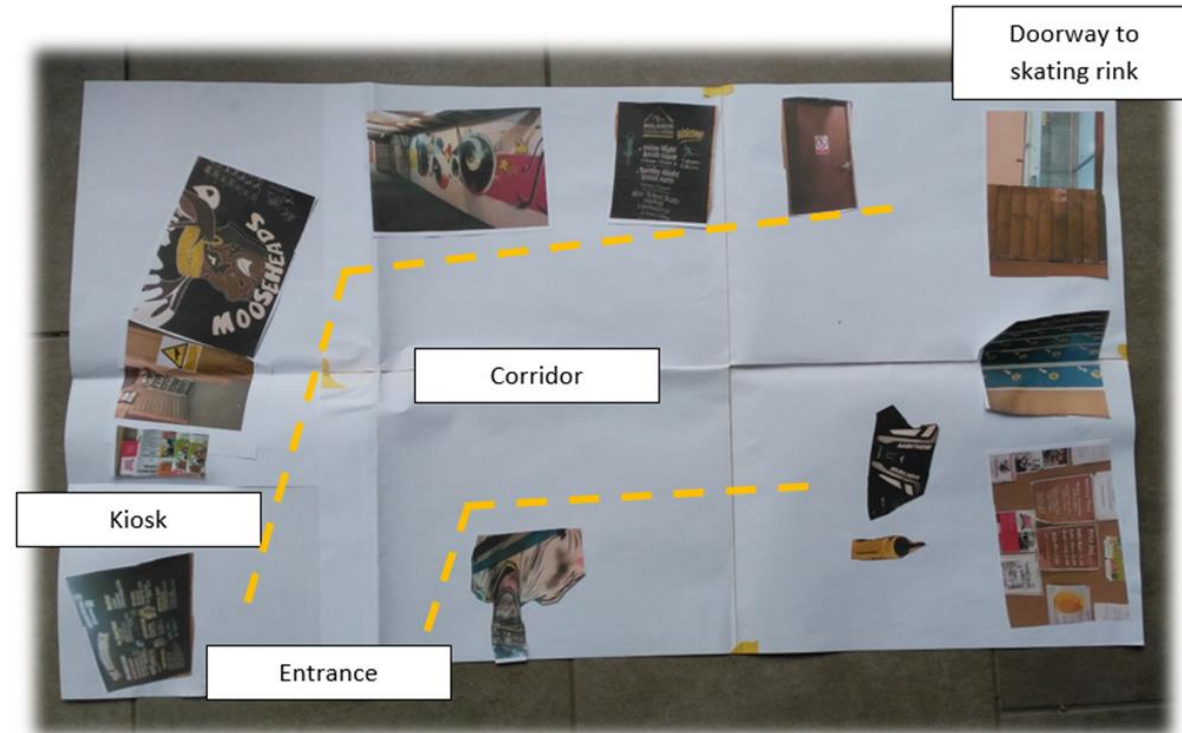
# My study



# My analysis

## Identification of the use of space

The way the images are combined to convey space and movement through an environment



Images in the same area placed in relation to one another- items on a bench under notice board

# My analysis

## Use of cropping and framing

The original photographs



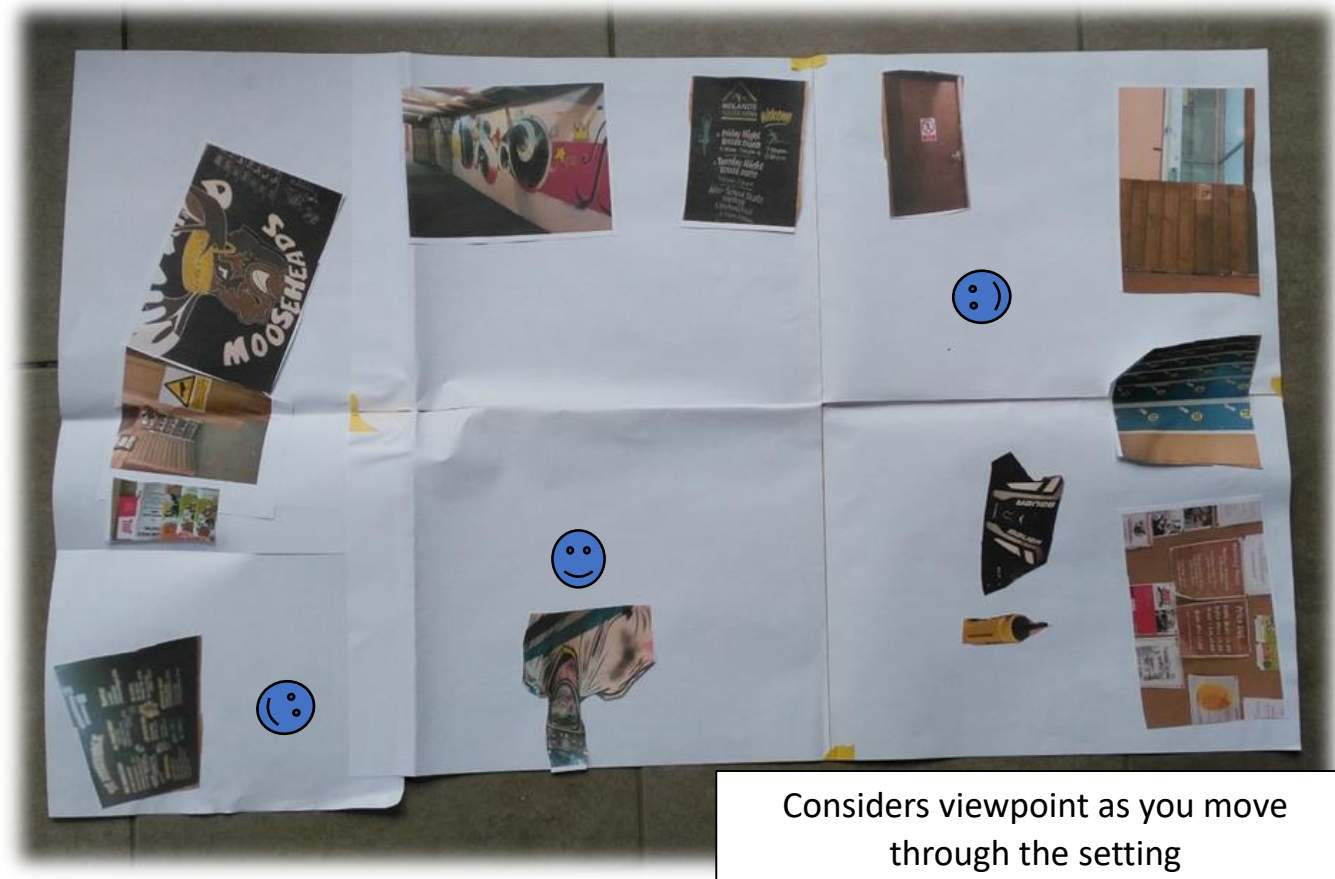
The mapped images



Reflects what is most salient in the original photograph

# My analysis

## Perspective





# My conclusions

Children show an awareness of the ways texts may be presented to convey meaning to an audience

Visual mapping allowed young children's practices and perspectives to be articulated

The methodology used within the study represents a pedagogical approach



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# Research methods summary

Different methods may be used with young children, including photography, mapping, videos and focused conversation

Choice of methods allows knowledge and perspectives to be articulated



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# Questions



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## Further reading

Clark, A. (2011) Multimodal map making with young children: exploring ethnographic and participatory methods. *Qualitative Research*, 11(3), 311-330.

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Yamada-Rice, D. (2013) The semiotic landscape and three-year-old's emerging understanding multimodal communication practices. *Journal of Early Childhood Research*, 11(1), 1-31.