
Researching Young Children's Perspectives Debating The Ethics And Dilemmas Of Educational Research With Children

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Ethical Practice in Early Childhood
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International Handbook of Early Childhood Education
Handbook of Research Methods in Early Childhood Education - Volume 2
Ethics and Research with Young Children
Values Education in Early Childhood Settings
The Routledge Handbook of Digital Literacies in Early Childhood

Social Research with Children and Young People
Student Voice Research
Listening to Children's Advice about Starting School and School Age Care
Researching Young Children's Perspectives
Involving Children and Young People in Health and Social Care Research
Learning Theories in Childhood
Researching Young Children's Perspectives

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JORDYN MOLLY

*Research Methods in Early
Childhood* SAGE

This volume of the Research in Global Child Advocacy Series explores participatory methodologies and tools that involve children in research. Perspectives on the role of children have transitioned from viewing children as objects of research, to children as subjects of research, to acknowledgement of children as competent contributors and agents throughout the inquiry process. Researchers continue to explore approaches that honor the capacity of children, drawing on diverse methodologies to elevate children's voices and actively engage them in the production of knowledge. Nonetheless, despite these

developments, questions over the extent to which children can be free of adult filters and influence merits sustained scholarly attention. The book includes chapters that critically examine methodological approaches that empower children in the research process. Contributions include empirical or practitioner pieces that operate from an empowerment paradigm and demonstrate the agenic capacity of children to contribute their perspectives and voices to our understanding of childhood and children's lives. The text also features conceptual pieces that challenge existing theoretical frameworks, critique research paradigms, and analyze dilemmas or tensions related to ethics, policy and power relations in the research process. *Ethical Practice in Early Childhood* Taylor & Francis
This book draws on the voices of practitioners,

academics and researchers to examine young children's play, creativity and the participatory nature of their learning. Bringing together a wide range of perspectives from the UK and internationally, it focuses on the level of engagement and exploration involved in children's play and how it can be facilitated in different contexts and cultures. This new reader aims to challenge thinking, promote reflection and stimulate further discussion by bringing together research and practice on play and creativity. Divided into two parts, Part I is written by researchers and academics and explores key themes such as creative meaning making, listening to children's voices, risk and spaces, children's rights, play and technology. Part II is authored by Early Childhood professionals and reveals how practitioners have responded to the issues

surrounding play and creativity. Each chapter is contextualised by an introduction to highlight the key points and a list of follow-up questions is also included to encourage reflection and debate. Drawing on the wide-ranging writing of academics, practitioners and researchers, this book is an invaluable resource for students, practitioners and all those who are interested in the essence of play and creativity, what it means for children, and the far-reaching benefits for their well-being, learning and development.

Young Children's Play and Creativity Routledge

As researchers and theorists, teachers and teacher educators, parents and grandparents and advocates for children, the authors featured in *Ethics and Research with Young Children* share a common inclination to counter the idea of an ethics that is conventional-i.e., an ethics that reinforces existing models and discourses, which position children as irrational and incompetent; that de-anonymize children's ways of working and being in the world; that reduces and distorts the social, cultural and

political forces that shape children's everyday realities; and, that routinely subtracts from these realities the complex responsibilities that adults have (especially as researchers) to recognize ethics as situated, relational, intersectional, and provisional. Aligned with the interdisciplinary commitments of a Childhood Studies approach and informed by a range of theoretical and practical frameworks, the perspectives offered in this volume are grounded in relationships between and among adults and children, their shifting social, cultural, political and material realities, and a world of ideas and experiences that impel them to face and reorient their ethical commitments to each other.

Unlocking Practitioner Inquiry McGraw-Hill

Education (UK) Reflecting the importance of drawing on children's perspectives to shape professional practice, this book offers a nuanced approach to understanding the aims, implications and practicalities of accessing and incorporating children's perspectives in pedagogical practices relating to transitions.

Listening to Children's Advice about Starting School and School Age Care: emphasises the importance of listening to and respecting children's perspectives at the time of their transitions to school and school age care; shares children's perspectives of the transition to school and school age care in ways that are both authentic and provocative; explores implications for practice as a consequence of children's input; provokes a deep level of critical reflection and practice/policy development that is informed by a dialogue between research and practice. Chapters report research conducted in seven different countries to highlight approaches that acknowledge and respect children's input, and use this as a basis for critical reflection on practice, with a view to improving the children's transition experiences. Using examples of practice and offering practical and theoretical insights, the book illustrates the multiplicity of children's perspectives, and prompts educators to reflect on and critique practice. This book will be invaluable reading for researchers, students,

educators and practitioners involved in young children's transitions to school and school-age care. *Children's Interests, Inquiries and Identities* Routledge

This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview

of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

Values in Early Childhood Education IAP

This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have encountered and grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises three sections,

with the first part focused on involving children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC (1989) document in second language research with children which will be of use to any researcher working in this area.

[Researching Children's Perspectives](#) Policy Press

Play is crucial to the learning and development of children in the early years. The third edition of *Play in the Early Years* is a comprehensive introduction to the theory and practice of play for children from birth to 8 years old. Drawing on classical and contemporary theories, this text examines social, cultural and institutional approaches to play, and explores a range of strategies for successfully integrating play into early years settings and primary classrooms. This edition features a new chapter on conceptual playworlds, which demonstrates what

conceptual playworlds look like to infants and toddlers, pre-schoolers, and children transitioning into school. The text features classroom vignettes and photographs designed to help students connect theory to practice, and reflection questions and research activities encourage in-depth reflection and extend learning. Highly regarded by early childhood researchers and practitioners alike, *Play in the Early Years* remains an essential resource for pre-service students. [Listening to Young Children, Expanded Third Edition](#) Cambridge University Press

This book provides a critical insight into comparative approaches to the professional learning and development of early years educators – taken to include all those working in a professional capacity with young children in educative settings, including home-based care and education. It also analyses leadership development for the early years workforce, and the evaluation of the success or otherwise of professional development initiatives involving early years educators. The book includes perspectives on

relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators. The book is essential reading for professionals working in early years settings, for those engaged with the professional learning of early years educators, and for academics researching professionalism in early years education. It provides international perspectives on the professional learning and development of those working in early years education. This book was originally published as a special issue of the journal *Professional Development in Education*.

Doing Research in Education

Routledge

Written to commemorate 30 years since the United Nations Convention on the Rights of the Child (UNCRC), *The Routledge International Handbook of Young Children's Rights* reflects upon the status of children aged 0–8 years around the world, whether they are respected or neglected, and how we may move forward. With contributions from

international experts and emerging authorities on children's rights, Murray, Blue Swadener and Smith have produced this highly significant textbook on young children's rights globally. Containing sections on policy, along with rights to protection, provision and participation for young children, this book combines discussions of children's rights and early childhood development, and investigates the crucial yet frequently overlooked link between the two. The authors examine how policy, practice and research could be utilised to address the barriers to universal respect for children, to create a safer and more enriching world for them to live and flourish in. *The Routledge International Handbook of Young Children's Rights* is an essential resource for students and academics in early childhood education, social work and paediatrics, as well as for researchers, policymakers, leaders and practitioners involved in the provision of children's services and paediatric healthcare, and international organisations with an interest in or ability to influence national or

global policies on children's rights.

Designing and Conducting Research in Social Science, Health and Social Care SAGE

Divided into five parts, this practical book begins by considering what research with young people is and why we should do it, before leading the reader into how to undertake it. The book then provides practical examples of action and finishes with reflections about the whole process.

Doing Ethical Research With Children SAGE

Children's curiosity about their lives and worlds motivates many interests. Yet, adults often have fixed ideas about what children's interests are and have been criticised for trivialising children's interests. This book offers a critical and accessible engagement with research on children's interests that challenges us to move beyond surface-level understandings.

Children's Interests, Inquiries and Identities argues that the powerful relationship between interests and informal learning has been under-recognised and undervalued. The book proposes new principles

for understanding children's learning. It provides evidence that we need to look beyond the activities or topics children may currently be selecting to find out who and what has stimulated their interests, how we might identify and interpret interests more analytically and deeply, and how we might respond and engage with these in ways that take children's interests seriously. Moving beyond play-based activities, Helen Hedges explains and illustrates a number of ways by which children's interests can be interpreted and understood, to get to the heart of what really matters to, and for, children. The book draws on examples from research with children aged under 5 years, and young adults aged 18-25. It also includes a chapter on teachers' interests. It presents new and original models for interests-based curriculum and sociocultural curriculum and pedagogy for future examination in research and practice. This book demonstrates that leaving behind long-standing, taken-for-granted practices that have influenced understandings of curriculum, pedagogy,

learning, and outcomes allows a new perspective of children's interests to emerge. It will be of interest to researchers, postgraduate students, and practitioners in the early years, parents, and other professionals who work with young children.

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts Taylor & Francis

Ethical considerations are raising new questions about the involvement and participation of children in research. By considering the ethical issues that can arise when working with and doing research with young children from birth to five years, Ethical Practice in Early Childhood examines a wide range of topics. Examples from education, health and social work are examined, and there are chapter overviews, activities, case studies, points for discussion and recommendations for further reading and useful websites in each chapter, which help to engage the reader and facilitate critical thinking and reflective practice.

Beyond Listening Routledge

"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 recommmed 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). **Strategies for Collaborating With Children** Springer Capturing the views and experiences of children and young people directly and involving them more actively in the research process are increasingly seen as essential for good research, evaluation, and policy and service development. Written by two experienced social researchers and trainers, this book provides a practical and concise introductory guide to doing research with children and young people, outlining the benefits and challenges along with key ethical, methodological and other considerations. Throughout, there are practical examples, checklists and top tips to aid the reader. Building on

an established SRA training course, it offers an instructive resource for researchers, commissioners, policy makers, research users and others involved in research with children or young people.

Building Knowledge in Early Childhood Education

Taylor & Francis Learning and Teaching in the Early Years provides a comprehensive, contemporary and practical introduction to early childhood teaching in Australia. A strong focus on the links between theory, policy and practice firmly aligns this text with the Early Years Learning Framework. Written for students of early childhood programs, this book covers learning and development, as well as professional practice in teaching children from birth to eight years. In recognition of the evolving role of educators, topic areas include learning, teaching, working with families, leading, advocating and researching. Each chapter contains learning objectives, key terms and reflection points. Detailed case studies document the intersection between research, policy and

practice, enhancing pre-service and practicing educators' appreciation of how a policy-aligned approach reinforces learning and development in the early years. This text draws on the latest research to present children's learning as a dynamic and active process requiring specific, intentional teaching behaviours.

An Introduction to Early Childhood Routledge

This powerful resource is for researchers and educational leaders who are interested in understanding and applying research methods that emphasize youth voice. The authors argue that most educational research either omits critical understandings of youth or, even worse, presents inaccuracies due to faulty techniques. Researching how youth experience their schools and communities requires specific conceptual tools that address researcher bias, power dynamics, and the contextual considerations that impact meaning-making processes. Responding to these issues, the authors present the Student Voice Research Framework—an approach that both novice and advanced researchers

can use to address assumptions and overcome bias as they engage with youth. Readers are provided with clear steps for implementing the framework, as well as examples of how some of the most innovative qualitative and quantitative researchers in the world are using it. The text includes numerous interview, survey, and other protocols with strategies that researchers can use immediately or adapt for their own studies. This comprehensive volume is a must-have for anyone doing research about and with youth. Book Features: Guidance for addressing persistent problems of bias in educational inquiry to better engage in study about and with students. Examination of student voice research as its own field with its own typologies and research questions. Chapters highlighting innovative qualitative and quantitative research methods and strategies with ready-to-use protocols and other tools. A forward-looking conversation about social justice and what democracy could look like in schools. A toolkit of

research methods and school change processes to address difficult questions in education. Contributors include Alison Cook-Sather, Pat Thomson, Eve Mayes, Kate Wall, and William Frick.

Participatory

Methodologies to Elevate Children's Voice and Agency Routledge

Packed full of even more examples of research methods in practice, this second edition now comes with a fantastic website giving you all you need to understand research methods in early childhood. With new case studies and reflective tasks throughout, this bestselling textbook covers all you need to know about undertaking research in early childhood, including action research, ethics and doing your research project. Online, you'll find:

- Quizzes to test your methods knowledge
- Free journal articles with accompanying activities to broaden understanding and develop critical thinking
- Useful web links as well as videos of the authors answering FAQs about research

If you are undertaking research in early childhood then this book is for you. ? Penny Mukherji and Deborah

Albon will be discussing ideas from *Research Methods in Early Childhood* in the SAGE Early Years Masterclass, a free professional development experience hosted by Kathy Brodie. To sign up, or for more information, click [here](#).

Child Observation for the Early Years Jessica Kingsley Publishers

Key components of practitioner inquiry provide an effective approach to lasting educational change. By including narratives of practice from across diverse early childhood settings, this book investigates issues that arise during implementation of inquiry-focussed professional learning cycles. It presents practitioner inquiry as a vehicle for empowering educators and educational systems. Research-based, this book brings together theory and practice from authors and internationally recognised commentators to inform and inspire early childhood educators. Chapters are thematically grouped in three focus areas. The first centres on background contextual information to set the scene, the second offers real-life stories based on authors' experiences and

the third provides insight into broader issues of leadership and professional learning. Voices of educators, teachers and leaders are included to provide multiple points of entry for readers with different interests, backgrounds, and levels of expertise. As a resource to support ongoing professional practice in the prior-to-school sector, this book is essential reading for early years educators, teachers and leaders of educational change. It is relevant for those investigating how educators in early childhood centres, executive offices and consultancy positions can use data-based, locally relevant investigations of practice to improve educational outcomes.

[Introducing Research in Early Childhood](#) Taylor & Francis

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.

The Professional Development of Early Years Educators SAGE

This book will help you to plan, design and conduct

quality research within the specific context of education and educational studies. An impressive cast of contributors discuss the reality of conducting research in different educational settings and provide practical advice for both undergraduate and postgraduate students and early career researchers doing research in education. The book discusses key philosophical issues such as understanding research paradigms, ethics and selecting appropriate methodologies but remains grounded in the practical experience of the researcher. It has comprehensive coverage of the whole research process from start to finish, is easy to navigate and helps develop key skills such as: Time management Creating good research questions and hypotheses Constructing the literature review Structuring a project Writing a proposal Managing data Analysing data Writing for specific audiences Packed full of learning features and showcasing a wide range of voices and opinions this book is an ideal guide for anyone conducting research in education or

educational studies.