The Young Children As Researchers (YCAR) Project

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Session Outline

Part 1: Introduction to the YCAR Study

Part 2: YCAR Study Findings

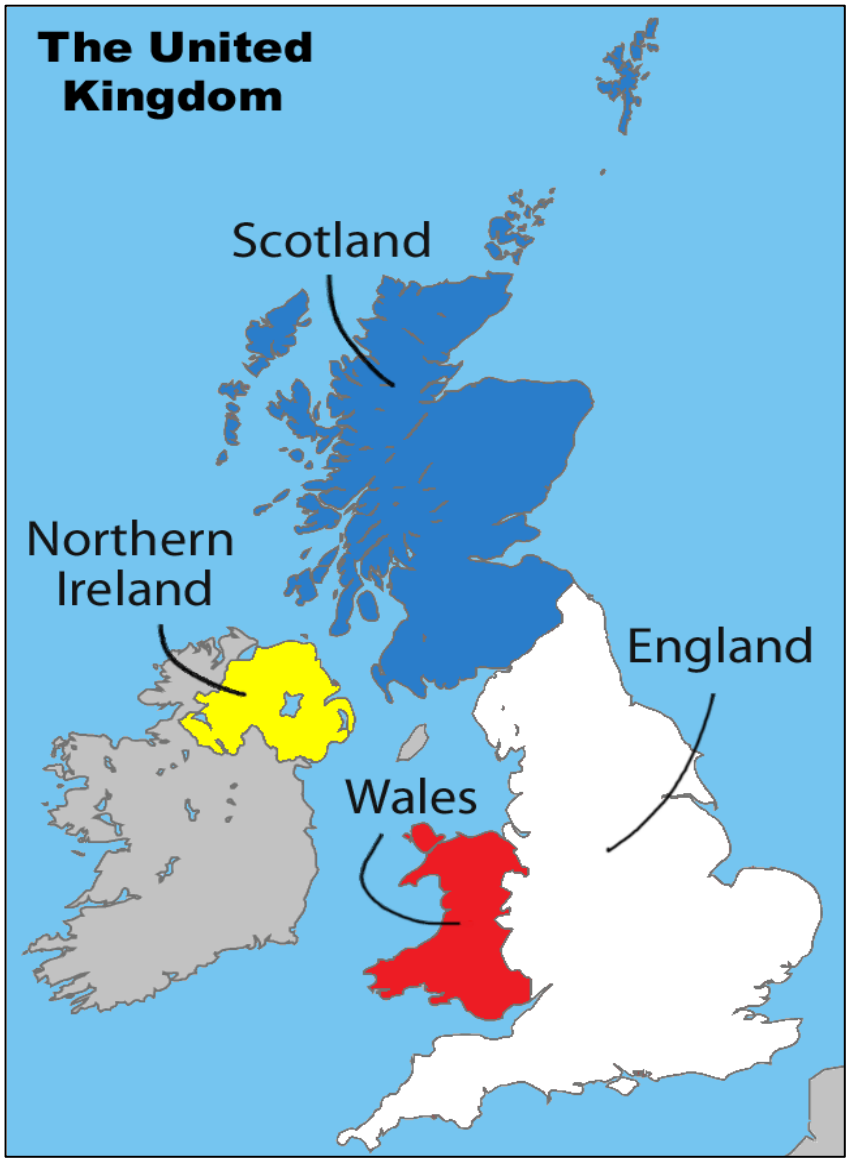
Part 3: Plenary

- Part 1 -

Introduction to the YCAR Study

YCAR

England


The United Kingdom
Scotland
Northern Ireland
England
Wales

What is it like to be a young child in England?

Before the project began…

5 starting points…

Starting Point 1

My Positionality

Starting Point 2

UNCRC (OHCHR, 1989)

Article 12

States Parties shall assure to the child who is **capable of forming his or her own views the right to express those views freely in all matters affecting the child**, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13

The child shall have the right to freedom of expression; this right shall include **freedom to seek, receive and impart information and ideas of all kinds**, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Starting Point 3

Young children are excluded from the academy

‘Children are excluded by tradition, authority and dependency, first from the adult world and then from the even more rarefied worlds of academia and policymaking’ (Redmond, 2008:9)

Is that fair?

Starting Point 4

Can young children be researchers?

Planning?
Questioning?
Interpreting?
Solving problems?
Exploring?
Conceptualising?
Acquiring and using evidence?
Making informed decisions?

http://www.youtube.com/watch?v=yRsjJ-u2ipw

Starting Point 4

Do young children have the right to express their views freely ?

Do adults *really* 'listen' to young children?

To listen to children we need to use the following strategies:

- Mindful presence
- Observation
- Reflection
- A strong sense of justice

(Macfarlane and Cartmel, 2008)

Starting Point 5

Are young children 'othered' (Lahman, 2008)?

'...children's thoughts and social behaviours may not be totally incomprehensible to adults, so long as we do not try to interpret them in adult terms' (Hardman, 1973: 95)

'...non-verbal forms of communication such as play, body language, facial expression, or drawing and painting, through which very young children make choices, express preferences and demonstrate understanding'

(Lansdown, 2010:12).

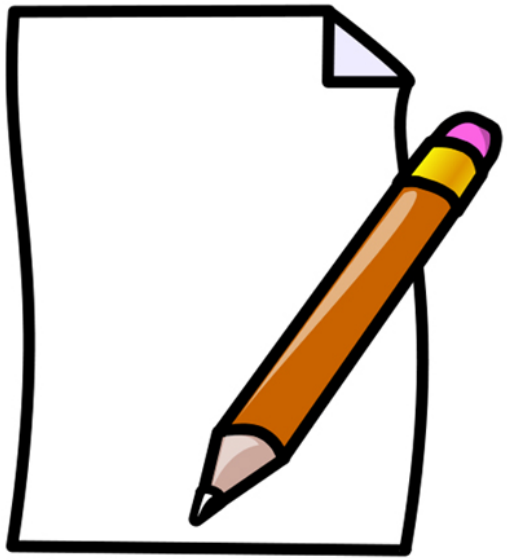
Can we interpret children's behaviours as research (Murray, 2012a)?

- Natural research behaviours may present in young children but are overlooked by professional researchers
- Young children are rarely recognised as agents in enquiry concerning matters affecting them.
- This exclusion underestimates children's capabilities and denies them particular rights.
- It is social injustice

- I proposed that young children engage in research activity congruent with professional adult researchers' behaviours, as part of their daily lives.
- Furthermore, the inequity caused by excluding children from recognition as researchers may be addressed if adults were to find ways to recognise and value the children's contributions as researchers.

Pause

- **What do you think <u>research</u> is?**
- Write down your definition



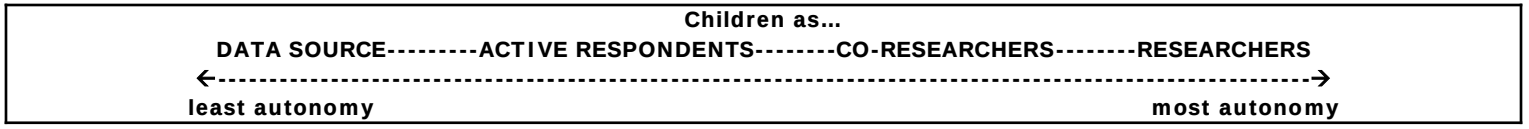
Rationale for the YCAR Study

Studies of childhood and children have been research conducted by adults *on* and *about* children, evolving to research *with* and *by* children

Fielding (2001) presents this evolution as a continuum.

At one end lies research *on* children followed by research about children

Moving further along the continuum, engaging *with* or *by* children in research has recently gained popularity



Continuum of Children in Research (Fielding, 2001)

- *Older children have tended to be* positioned as co-researchers, though with an assumption that only adult constructions of the research process are valuable
- Nevertheless, Clark and Moss (2001; 2011) developed methodology to engage nursery-aged children in research participation.
- Yet these models are all predicated on adult agenda. Other than Isaacs‘ observation (1944) that the ‘factor of epistemic interest and inquiry...is in every respect the same in the child as in the adult‘ (p.322), a virtual lacuna exists in valuing young children‘s own naturalistic enquiries as authentic research.

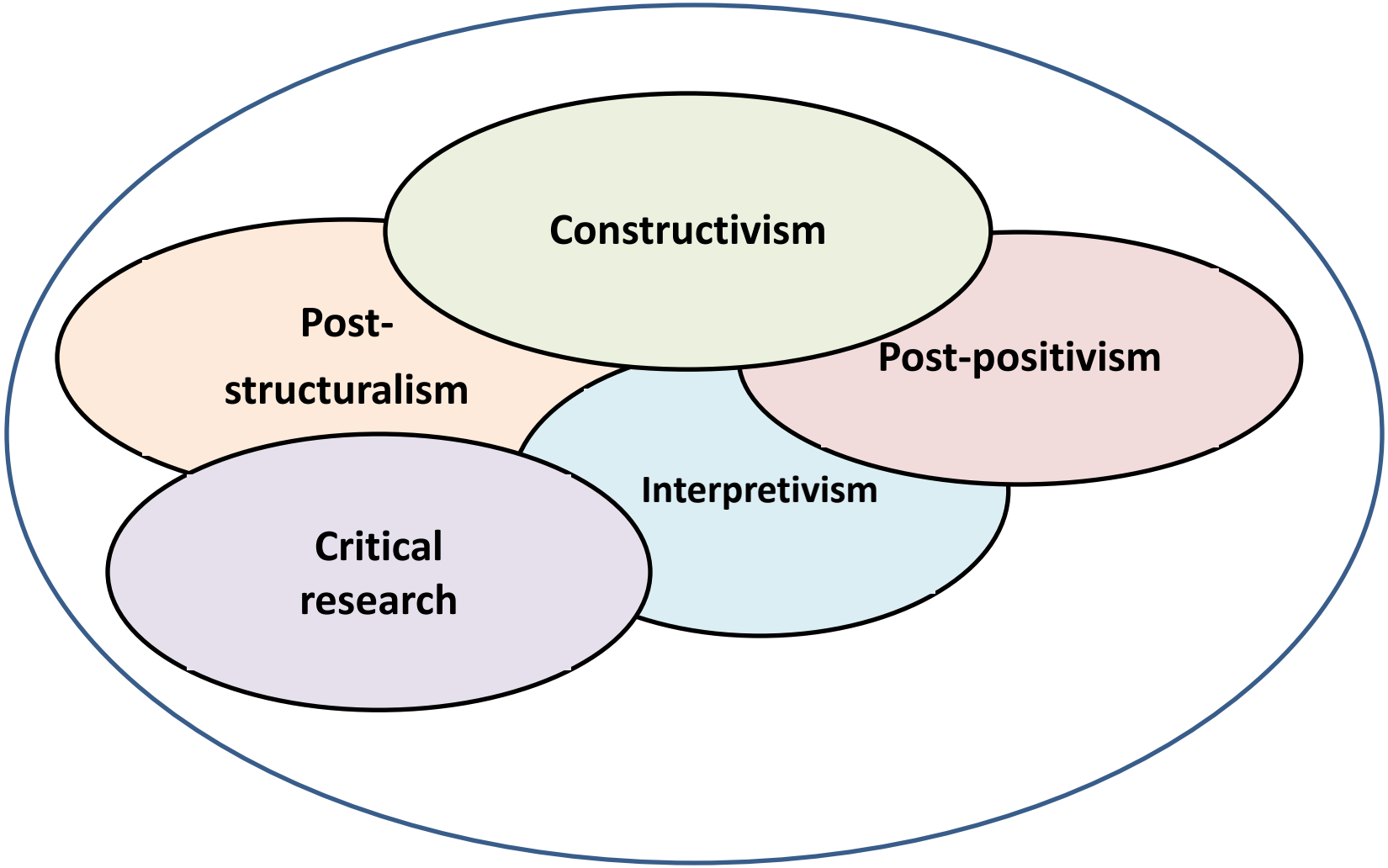
- This situation disregards children as competent rights holders ‘expert’, capable and ‘sophisticated‘ thinkers
- To address this anomaly, ‘…research and practice needs to fundamentally reshape‘ (Pascal and Bertram, 2009: 253).
- The YCAR study reconceptualises and reveals young children‘s authentic, naturalistic behaviours as research on the academy‘s terms.

YCAR Aims and research questions

- **Aim:** To conceptualise ways in which young children aged 4-8 years are researchers, could develop as researchers and may be considered to be researchers

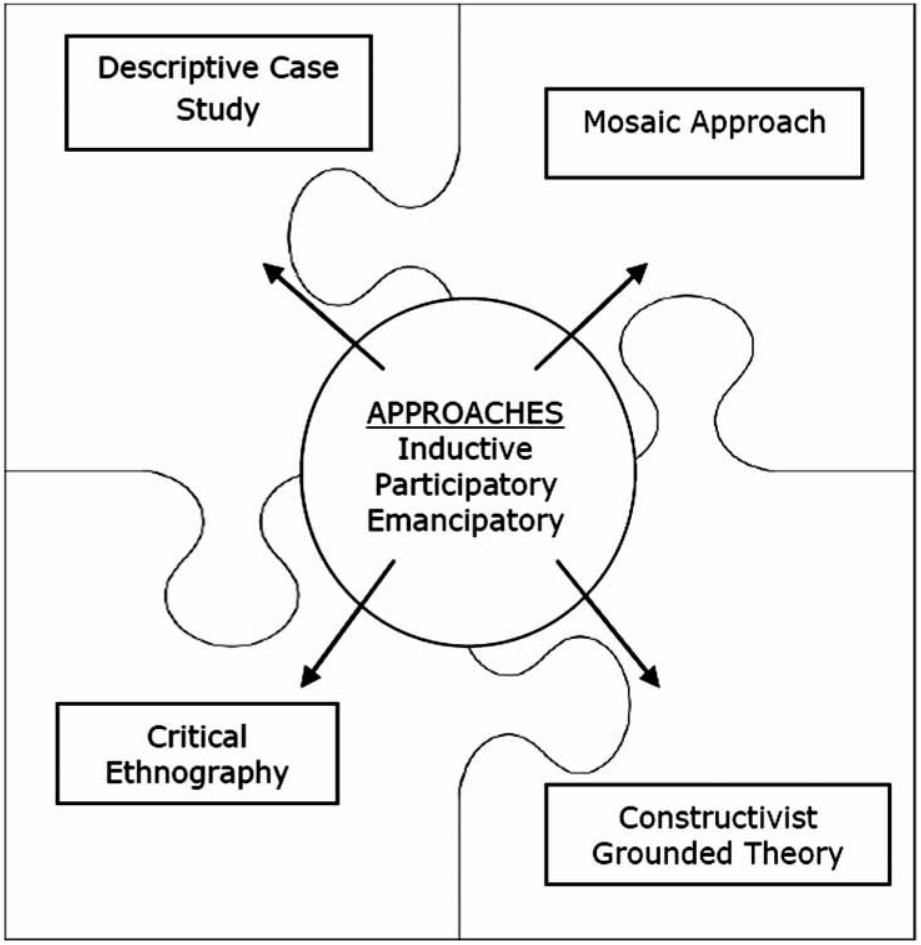
- **Questions:**
- What is the nature of ECEC research?
- How can a study be conducted to establish young children as researchers?
- What enquiries are important to young children and how can they engage in them?
- What support structures might encourage young children to participate in research? What barriers might prevent this?

YCAR Plural Paradigms



YCaR Methodology

How can a study be conducted to establish young children as researchers?



(Charmaz, 2006; Carspecken, 1996; Clark and Moss, 2011; Bassey, 1999)

YCaR Multiple Methods

Phase 1 Methods with PEYERs	Survey	Interviews	Focus Group

Phase II Multi-modal Methods (Clark and Moss, 2011)		
Field notes		Interview conversations
Observations	Focus Groups	Informal discussions
Documents	Children's artefacts	Photographs
Video recordings	Audio recordings	Research Behaviour Framework (RBF) Analysis Sheets

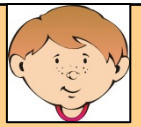
Phase III Multi-modal Methods (Clark and Moss, 2011)		
		Interview conversations
Observations	Focus Groups	Informal discussions
Field notes	Children's artefacts	Photographs
Video recordings	Audio recordings	Research Behaviour Framework (RBF) Analysis Sheets

YCaR Participants (Phases II and III)

An Overview of Phase I Participants				
Phase I Method	**Survey**	**Interviews**	**Focus Group**	**Nominal Grouping Exercise**
Perspectives from...	3 /22 PEYERs	9 PEYERs	5 PEYERs	34 PEYERs

Phase II Participant Profile							
	Number of children	Number of practitioners	Number of 'classes'	Ages of children	Gender share of children	Number and gender share of practitioners	Most recent Ofsted Inspection grade
Ash Setting	32	2 (+supply teachers)	1	7-8 years	20 boys 12 girls	3 [1m, 2f]	2 [Good]
Beech Setting	46	7 (+supply teachers)	2	4-5 years	23 boys 23 girls	8 [8f]	2 [Good]
Cherry Setting	60	6	2	4-5 years	40 boys 20 girls	6 [1m, 5f]	2 [Good]

YCaR Phase III Participants

Phase III Participant Profile	 **Annie and Family A**	 **Billy and Family B**	 **Gemma and Family C**	 **Harry and Family D**	 **Martin and Family E**
ECEC Setting (Phase II)	Ash	Ash	Beech	Beech	Cherry
Gender	Girl	Boy	Girl	Boy	Boy
Age during home fieldwork	8 years	8 years	5 years	5 years	5 years
Living with:	Mother Father	Mother Father Sister aged 9 yrs	Mother Father Brother aged 8 yrs	Mother Father (French) Brother aged 4 yrs	Mother Father Sister aged 4 yrs

YCaR Findings – Phase I

What is the nature of ECEC research?

1. Seek a solution		21. Investigate	
2. Want to explore		22. Enquire	
3. Explore with an aim		23. Test and check	
4. Explore without an aim		24. Are systematic	
5. Explore with an aim which changes during the process		25. Are objective	
6. Explore with a fine focus		26. Base decisions on evidence	
7. Explore broadly		27. Use processes that are fit for purpose	
8. Find out why things happen		28. Can replicate process	
9. Find out how things happen		29. Can replicate output	
10. Examine problems		30. Use and apply findings in new contexts	
11. Develop increasingly better understanding of the world through exploration		31. Believe what they are doing is good	
12. Increase knowledge		32. Are focused on their chosen activity	
13. Find a solution		33. Reflect on process	
14. Go beyond instinct		34. Reflect on results	
15. Gather data		35. Do no harm	
16. Build on others' work		36. Participate with others	
17. Take account of context		37. Can communicate what they are attempting to do	
18. Plan		38. Can communicate what they have achieved	
19. Conceptualise		39. Make links	
20. Question		40. ?	

Break: Ahead of Part 2…

What support structures might encourage young children to participate in research?

What barriers might prevent this?

What do you think?

Paired Discussion...

- Part 2 -

What does the YCAR research tell us?

YCAR

YCAR Findings – Phases II and III

What support structures might encourage young children to participate in research?

What barriers might prevent this?

YCaR Final Theoretical Coding (Epistemological Factors in Young Children's Behaviours)

KEY >> [2-7] Explore E (13) Find a solution FaS (19) Conceptualise- C (26) Base Decisions on Evidence-BDoE PROVOCATIONS BARRIERS

a) Applications of prior experience	b) Innovation	c) Social domains	d) Autonomy	e) Material contexts	f) Cognitive domains	g) Dispositions	h) Methodological issues	i) Outliers
E10.Patterned behaviour (a)	E9. Experiment (b)	E2. Social encounter (c)	E7.Develops own agenda (d)	E1. Interested in context (e)	E8. Cause and effect (f)	E3. Focused on task (g)	BDoE11. Methodological issue (h)	FaS 12. Solution unconfirmed (i)
FaS 7. Reproducing knowledge s/he already had (a)	FaS 14. Creates a problem to solve (b)	FaS 4. Following adult's direction (c)	FaS 13. Self-regulates (d)	E4. Shows interest in materials (e)	C5. Predicts (f)	E5. Curious (g)	BDoE12. Sampling issue (h)	C20. Applies anthropomorphism (i)
FaS 20. Applying rule to create solution (a)	FaS 19. Devises practical method to create solution (b)	FaS 5. Responding to adult's closed questions (c)	FaS 15. Time and freedom to explore, investigate, experiment with something of personal interest (d)	FaS 17. Exploring properties (e)	C9. Involved in pursuing a train of thought (f)	E6. Seeking (g)	BDoE14. 26.BDoE =Research (h)	
FaS 24. Finds practical use for solution (a)	FaS 23. Finds own solution (b)	FaS 6. Responding to adult's semi-open questions (c)	FaS 16. Focused on something of personal interest (d)	FaS 21. Deductive reasoning (f)	C12. Using imagination (f)	FaS 1. Gives up (g)		
FaS 29. Wants to preserve what s/he is doing (a)	C1. Invents a process / method (b)	FaS 9. Denied opportunity to share solution (c)	C6. Creating a problem (d)	FaS 22. Inductive reasoning (f)	C13. Language supports thinking (f)	FaS 2. Has become disinterested (g)		
FaS 31. Able reader (a)	C8. Developing own idea[s] from external stimulus (b)	FaS 10. Solution not shared with or witnessed by others: unconfirmed (c)	C18. Autonomously deciding what needs to be done and doing it (d)	C2. Creates a new use for object[s] (e)	C14. Engaged in symbolic representation (f)	FaS 3. Unmotivated (g)		
C3. Thinking through a problem by applying concepts (a)	C11. Creating an imagined space / persona (b)	FaS 11. Solution not shared with or witnessed by others (c)	C23. Makes decisions based on own criteria (d)	BDoE3. Senses provide evidence for action (e)	C15. Planning (f)	FaS 8.Believes s/he has failed (g)		
C4. Thinking tangentially (a)	C19. Identifies anomaly (b)	FaS 25. Resolves another person's problem (c)	BDoE9. Enacts personal preference (d)		C17. Making links – ANALOGY (f)	FaS 18. Perseveres to resolve problem (g)		
C7. Synthesising concepts (a)		FaS 26. Shares solution (c)			BDoE5. Meta-cognition (f)	FaS 27. Motivated by finding solution (g)		
C10. Linking prior knowledge to new application (a)		FaS 30. Employs others to help with finding a solution (c)			BDoE7. Trial and error (f)	FaS 28. Excited by finding solution (g)		
C21. Recalling instructions (a)		FaS 32. Theory of mind (c)			BDoE8. Thinks strategically (f)			
BDoE1. Applies prior experience (a)		C16. Works with others to develop conceptualisation (c)			BDoE13. Applies Humean 'reason' f)			
BDoE6. Applies mental model (a)		C22. Following adult's direction (c)						
BDoE10. Extrapolates (a)		C24. Adult stops conceptualisation (c)						
		BDoE2. Values peer perspectives (c)						
		BDoE4. Acts on adult opinion (c)						

YCaR Findings – examples from Phases II and III

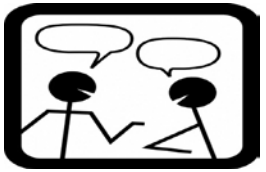
What enquiries are important to young children and how can they engage in them?

Vignette 1: Gemma's Gold

During the Family C Focus Group, Gemma provided one of several examples in the study of children predicting (C5). She shared a photograph of herself at an open farm which she and her family had visited:

Gemma said: 'That's when we were looking for gold and I found loads!' : '...fool's gold' . 'Mummy's going to get it so you can see it... how precious'. Gemma's mother brought the fool's gold and I said to Gemma: 'That looks like the sort of thing you might make!' Gemma replied: 'I'm going to stick it on – that would be shiny'.

Interpreting: What do <u>you</u> think the research tells us?



Young Children Conceptualise:
Building Blocks for Young Children As Researchers

					Making links – ANALOGY	
					Planning	
Recalling instructions					Engaged in symbolic representation	
Linking prior knowledge to new application	Identifies anomaly				Language supports thinking	
Synthesising concepts	Creating an imagined space / persona	Adult stops conceptualisation	Makes decisions based on own criteria		Using imagination	
Thinking tangentially	Developing own idea[s] from external stimulus	Following adult's direction	Autonomously deciding what needs to be done and doing it		Involved in pursuing a train of thought	
Thinking through a problem by applying concepts	Invents a process / method	Works with others to develop conceptualisation	Creating a problem	Creates a new use for object[s]	Predicts	Applies anthropomorphism
Applications of prior experience	**Innovation**	**Social domains**	**Autonomy**	**Material contexts**	**Cognitive domains**	**Outliers**

Cognitive domains

Conceptualisation (Predicts – C5)

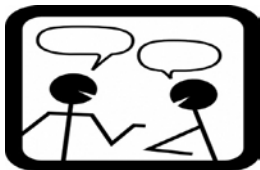
Vignette 1: Gemma's Gold (Murray, 2012a)

Here, Gemma appeared to engage in mental modelling (Craik, 1943): she reasoned to construct an idea for using her fool's gold nugget in a picture she would make. In doing so, Gemma correlated 'familiar old' knowledge with 'strange new information' to make 'a statement about something that would occur in the future' (Klentschy, 2008:32). She developed prediction through *a posteriori* conceptualisation (Kant, 1787; Scruton, 2001; Bridges, 2003) indicating her thinking was more than 'common sense' (Popper, 1972:83).

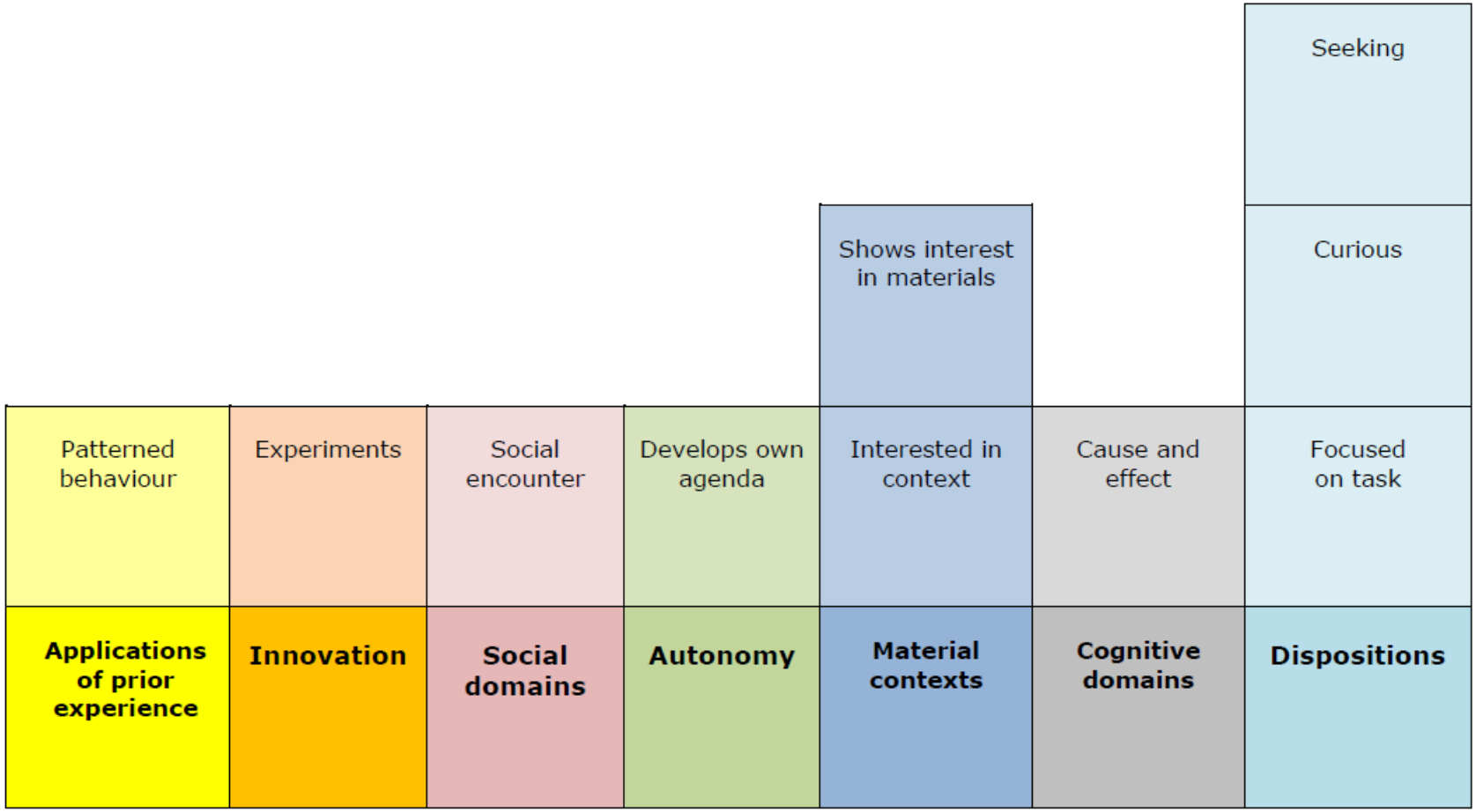
Vignette 2: Pedro and the binoculars

One day, during free-flow play at Cherry Setting, Pedro combined **experimentation** with exploration: having chosen to go to the Safari role play area in the outdoor area, he collected a pair of binoculars then used them to look at pictures of animals placed on the fence. Pedro then lowered the binoculars to survey a rock within a mound of earth on the ground (SO_C2 Ch_P15i) (SO_C2 Ch_P15ii). Subsequently he lifted the rock and studied it very closely through the binoculars (SO_C2 Ch_P17i).

Interpreting: What do you think the research tells us?



Young Children Explore:
Building Blocks for Young Children As Researchers



Innovation

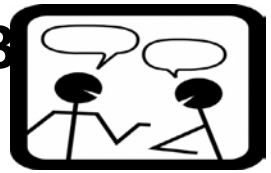
Exploration (Experimentation – E9)

Vignette 2: Pedro and the binoculars (Murray, 2012a)

Here, Pedro indicated his intention to look through the binoculars by going deliberately to collect them first: a 'central feature (of an experiment) is that you need to know what you are doing before you do it' (Robson, 1993: 78). He then tested the rock by submitting it to a procedure of exploration: he examined its physical properties through the binoculars (Stebbins, 2001; Creswell (2008). By developing this procedure that was new to him and extending the method in stages, Pedro indicated that he valued what he was doing; this satisfied published criteria for innovation (DBIS) 2011; 2012).

Vignette 3: Billy went to London

During an interview conversation with Billy's mother at home, Billy's mother reported a discussion between herself and Billy in Covent Garden during a family daytrip to London. Billy had asked why one of the street entertainers had put out a hat. His mother had responded: '...they're collecting money for their performance' and her response motivated Billy to ask another question: 'Is that all that they get to live on?' (HVIC B



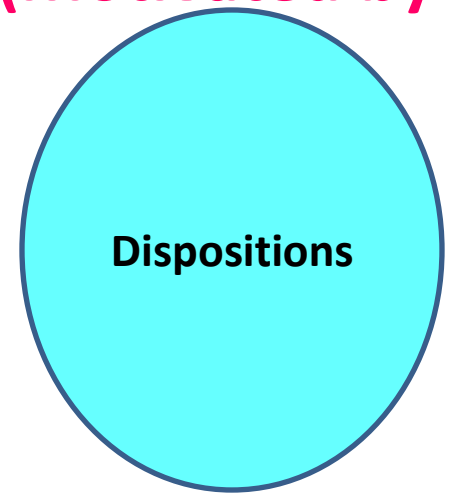
Interpreting: What do you think the research tells us?

Young Children Find Solutions: Building Blocks for Young Children As Researchers

		Theory of mind				
		Employs others to help with finding a solution				
		Shares solution				
		Resolves another person's problem			Excited by finding solution	
		Solution not shared with or witnessed by others			Motivated by finding solution	
Able reader		Solution not shared with or witnessed by others: unconfirmed			Perseveres to resolve problem	
Wants to preserve what s/he is doing		Denied opportunity to share solution			Believes s/he has failed	
Finds practical use for solution	Finds own solution	Responding to adult's semi-open questions	Focused on something of personal interest	Inductive reasoning	Unmotivated	
Applying rule to create solution	Devises practical method to create solution	Responding to adult's closed questions	Time and freedom to explore, investigate, experiment with something of personal interest	Deductive reasoning	Has become disinterested	
Reproducing knowledge s/he already had	Creates a problem to solve	Following adult's direction	Self-regulates	Exploring properties	Gives up	Solution unconfirmed
Applications of prior experience	**Innovation**	**Social domains**	**Autonomy**	**Material contexts**	**Dispositions**	**Outliers**

Finding Solutions

(Motivated by finding solutions – FaS27)



Vignette 3: Billy went to London (Murray, 2012a)

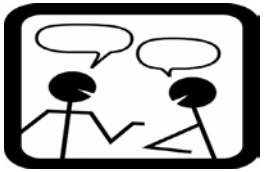
A component of Dahlberg and Lenz Taguchi's 'meeting place' (1994) is the view of a child who participates in the creation of their knowledge (p.2). Here, Billy asks his second question (HVIC B 98iii) because he is 'motivated and involved in a context of 'reflexive "co-construction"' (Siraj-Blatchford, *et al.*, 2002: 10): a 'meeting place' with his mother (Dahlberg and Lenz Taguchi, 1994).

Motivation is linked to curiosity in the literature (Berlyne, 1954; Gammage, 1999; Chak, 2007); in the YCaR context motivation was an aspect of young children finding solutions (FaS 27). Billy's new question indicates his accumulating knowledge in a context of 'observation...curiosity...stimulation' and 'attachment' (Gammage, 1999:107).

Vignette 4: Annie and the Spider

During a whole class art session one afternoon in Ash Setting, the children were tasked with making an undersea scene that had previously been modelled by Practitioner A. However, Annie left her art work to join a group of eight children who had found something behind the class bookcase: a spider.

Interpreting: What do you think the research tells us?



Young Children Base Decisions on Evidence: Building Blocks for Young Children As Researchers

				Meta-cognition	
Applies prior experience				Trial and error	Methodological issue
Applies mental model	Values peer perspectives			Thinks strategically	Sampling issue
Extrapolates	Acts on adult opinion	Enacts personal preference	Senses provide evidence for action	Applies Humean 'reason'	BDoE =Research
Applications of prior experience	**Social domains**	**Autonomy**	**Material contexts**	**Cognitive domains**	**Methodological issues**

Base Decisions on Evidence

(valuing peers' perspectives - BDoE2)

Social Domains

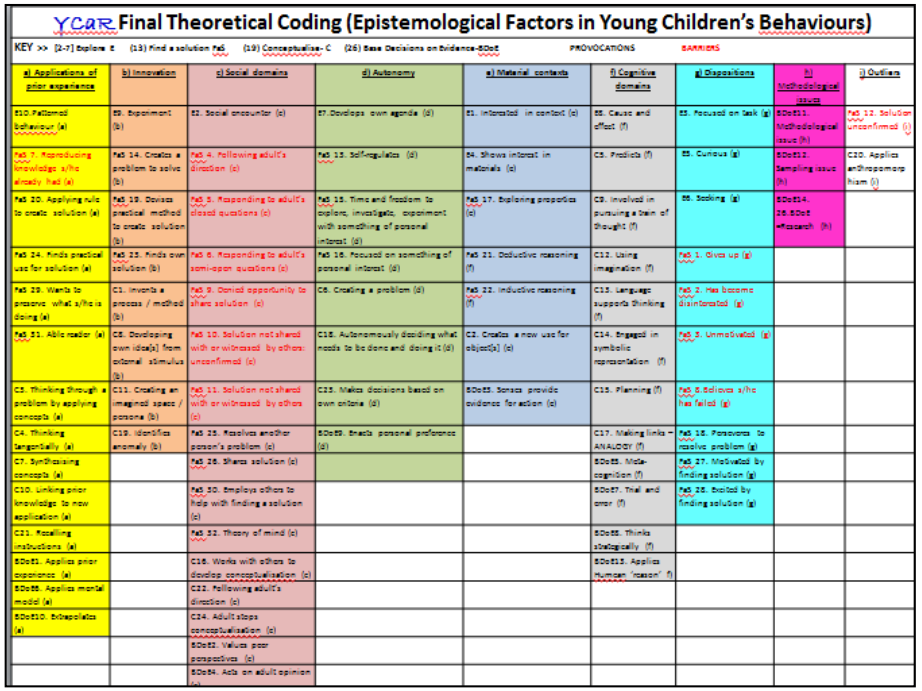
Vignette 4: Annie and the Spider(Murray, 2012a)

Here, Annie and her peers rejected the adult's attempt to guide them '... into being competent users of the cultural tools of their society' (Anning and Edwards 2010:14). She appeared to value more highly her peers' view that the spider behind the bookcase is more interesting. By acting in response to social cues provided by others, Annie engaged in social referencing: a skill likely to have developed prior to her first birthday (Campos and Sternberg, 1981; Striano and Rochat, 2000). Equally, Annie's foregrounding of her peers' perspectives aligns with both Smidt's view (2006) that children invent ways to develop and maintain their own cultures within settings where adults sideline them and observations by Löfdahl and Hägglund (2006) and Markström and Halldén (2009) that young children in ECEC settings sometimes reject practitioners' plans for them in favour of developing autonomous cultures.

Conclusions

1) Did the study establish the nature of research?

Yes – a taxonomy of research behaviours was identified by academics. Four research behaviours were regarded as 'most important': conceptualisation, exploration, basing decisions on evidence, finding solutions



YCaR Final Theoretical Coding (Epistemological Factors in Young Children's Behaviours)

KEY >> [2-7] Explore E (13) Find a solution FaS (19) Conceptualise- C (26) Base Decisions on Evidence-BDoE PROVOCATIONS BARRIERS

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E10. Factional behaviour (a)	E9. Experiment (b)	E2. Social encounter (c)	E7. Develops own agenda (d)	E1. Interested in context (e)	E6. Cause and effect (f)	E5. Focused on task (g)	BDoE11. Methodological issue (h)	FaS 12. Solution unconfirmed (i)
FaS 7. Reproducing knowledge s/he already has (a)	FaS 14. Creates a problem to solve (b)	FaS 4. Following adult's direction (c)	FaS 15. Self-regulates (d)	E4. Shows interest in materials (e)	C5. Predicts (f)	E5. Curious (g)	BDoE12. Sampling issue (h)	C20. Applies anthropomorphism (i)
FaS 20. Applying rule to create solution (a)	FaS 19. Devises practical method to create solution (b)	FaS 3. Responding to adult's closed questions (c)	FaS 15. Time and freedom to explore, investigate, experiment with something of personal interest (d)	FaS 17. Exploring properties (e)	C9. Involved in pursuing a train of thought (f)	E5. Seeking (g)	BDoE14. E6.BDoE research (h)	
FaS 24. Finds practical use for solution (a)	FaS 23. Finds own solution (b)	FaS 6. Responding to adult's semi-open questions (c)	FaS 16. Focused on something of personal interest (d)	FaS 21. Deductive reasoning (f)	C12. Using imagination (f)	FaS 1. Gives up (g)		
FaS 29. Wants to preserve what s/he is doing (a)	C1. Invents a process / method (b)	FaS 9. Denied opportunity to share solution (c)	C8. Creating a problem (d)	FaS 22. Inductive reasoning (f)	C15. Language supports thinking (f)	FaS 2. Has become disinterested (g)		
FaS 31. Able reader (a)	C6. Developing own idea(s) from external stimulus (b)	FaS 10. Solution not shared with or witnessed by others: unconfirmed (c)	C18. Autonomously deciding what needs to be done and doing it (d)	C2. Creates a new use for object(s) (e)	C14. Engaged in symbolic representation (f)	FaS 3. Unmotivated (g)		
C3. Thinking through a problem by applying concepts (a)	C11. Creating an imagined space / persona (b)	FaS 11. Solution not shared with or witnessed by others (c)	C23. Makes decisions based on own criteria (d)	BDoE3. Senses provide evidence for action (e)	C15. Planning (f)	FaS 6 Believes s/he has failed (g)		
C4. Thinking tangentially (a)	C19. Identifies anomaly (b)	FaS 25. Resolves another person's problem (c)	BDoE9. Enacts personal preference (d)		C17. Making links – ANALOGY (f)	FaS 16. Perseveres to resolve problem (g)		
C7. Synthesising concepts (a)		FaS 26. Shares solution (c)			BDoE5. Meta-cognition (f)	FaS 27. Motivated by finding solution (g)		
C10. Linking prior knowledge to new application (a)		FaS 30. Employs others to help with finding a solution (c)			BDoE7. Trial and error (f)	FaS 28. Excited by finding solution (g)		
C21. Recalling instructions (a)		FaS 32. Theory of mind (c)			BDoE8. Thinks strategically (f)			
BDoE1. Applies prior experience (a)		C16. Works with others to develop conceptualisation (c)			BDoE13. Applies Human 'reason' (f)			
BDoE6. Applies mental model (a)		C22. Following adult's direction (c)						
BDoE10. Extrapolates (a)		C24. Adult stops conceptualisation (c)						
		BDoE2. Values peer perspectives (c)						
		BDoE4. Acts on adult opinion (c)						

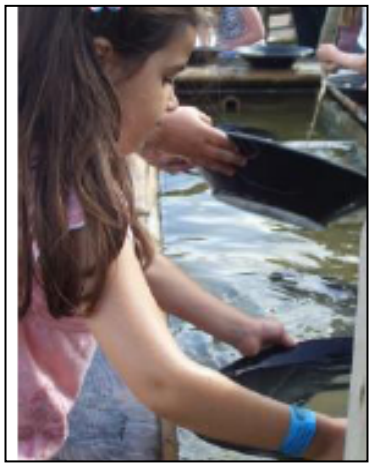
2) Did the study establish young children as researchers?

Yes – A 'valid deduction yields a conclusion that must be true given that its premises are true' (Johnson-Laird and Byrne, 1991:2). The study's triangulated data provided confidence that the premises were 'true' so it can be argued that participating young children engaged in research

The research behaviour framework (RBF) is populated with behaviours that academy members identified as research.	*(Major premise)*
Children engaged in behaviours on the RBF.	*(Minor premise)*
Children engaged in research.	(*Conclusion*)

3) Did the study establish what enquiries were important to young children and how they engaged in them?

Yes – participating children engaged in hundreds of enquiries across the four prime research behaviours (as well as the other research behaviours that could not be fully analysed within the scope of the study)



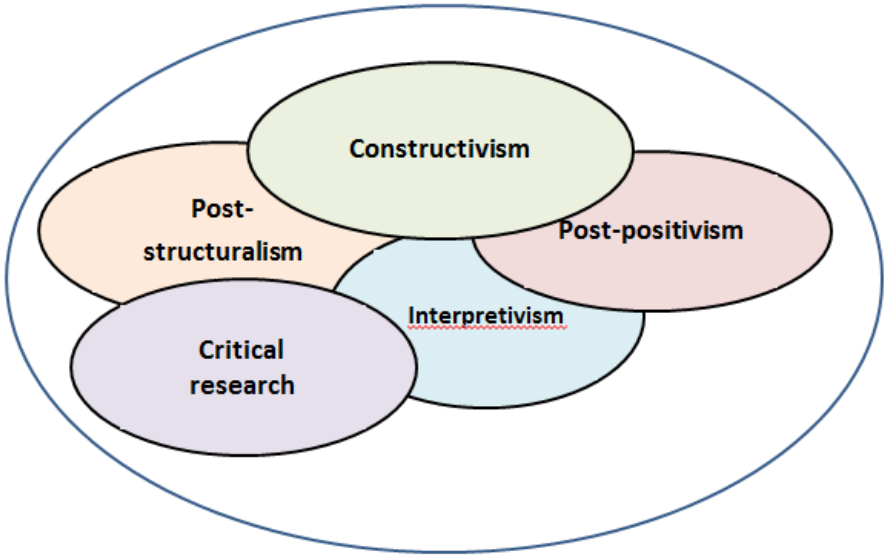
4) Did the study establish what supported or prevented the children's participation in those enquiries?

Yes ...

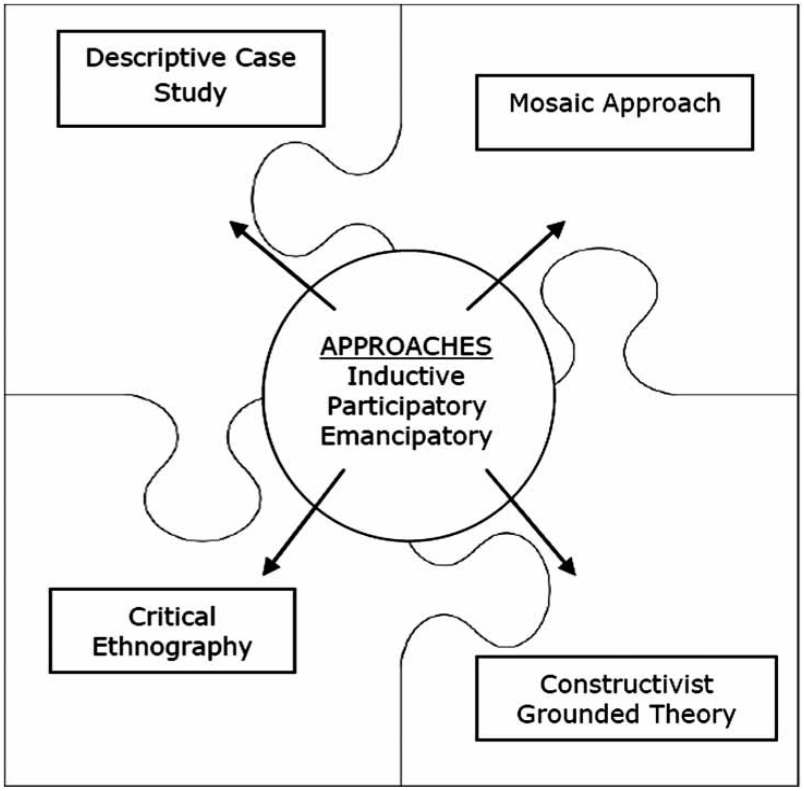
5) How can a study be conducted to establish young children as researchers?

Maintain principles thorough approaches, match form and function, make methodology and methods fit for purpose - in the YCAR study...

Plural Paradigms



Jigsaw Methodology



Multiple Methods

Phase 1 Methods with PEYERs	Survey	Interviews	Focus Group

Phase II Multi-modal Methods (Clark and Moss, 2011)	Field notes	Interview conversations
Observations	Focus Groups	Informal discussions
Documents	Children's artefacts	Photographs
Video recordings	Audio recordings	Research Behaviour Framework (RBF) Analysis Sheets

Phase III Multi-modal Methods (Clark and Moss, 2011)		Interview conversations
Observations	Focus Groups	Informal discussions
Field notes	Children's artefacts	Photographs
Video recordings	Audio recordings	Research Behaviour Framework (RBF) Analysis Sheets

- Part 3 -

Plenary

YCAR

Did I achieve my aim?

- **Aim:** To conceptualise ways in which young children aged 4-8 years are researchers, could develop as researchers and may be considered to be researchers

What do you think?

Can we, as adults, find ways to listen to children?

Recommendations

1. **Data have been shared**
2. **Findings are being disseminated in various formats**
3. **The use of ethnography and grounded theory should be approached with caution in the context of the contemporary English doctoral study.**
4. **Opportunities for new findings could emerge through further analysis and interpretation.**

Recommendations (contd.)

5. **The project should extend to include infants and children aged 0-3 years - I am currently seeking funding.**

6. **To redress the social injustice that is young children's exclusion from the academy, its findings should be disseminated in forms that the academy recognises.**

Read more about the YCAR Study...

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YCAR

Any questions?

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