

Children's voices on play

in a Mosaic Approach Study.

Children as conscious
participants in a case study.

Children's voices on play



Good information on childhood must start from children's experiences. (Mayall, 2008 p.110)

Aim and research question

- listening to children's voices on play
- children become conscious participants
- How do 4-5 year old children themselves perceive their

self-initiated

social

pretend

play with peers

in kindergarten?

Short overview

- Case study
- Qualitative, inductive, multi-method approach to data => Mosaic approach (Clark & Moss, 2008)
- 10 target children in a German kindergarten
- 10 week-frame for data gathering
 - Familiarization
 - Methods for data gathering
 - Closure
- Research design with emphasis on children's culture

The participants: age sample

| age | Total number | girls | boys | Variation in age | Average age |
|-----|--------------|-------|------|------------------|-------------|
| 4 | 3 | 1 | 2 | 3,9-4,5 | 4,0 |
| 5 | 7 | 4 | 3 | 4,7-5,7 | 5,1 |

Data gathering

- Video-records of self-initiated social pretend play during free play time
- Pair/ group interviews: children reflect video-recorded play episodes
- Non-verbal, participatory methods: photo-tours, drawings, etc.
- Child conferencing: more structured individual interviews

Data analysis

- Following the Mosaic Approach
 - Data of each child building a single case or individual mosaic
 - Data of all children pieced together to one mosaic
 - Cross-reading interviews, comparison with data from other sources (photos etc.)
- Searching for categories
 - Adult absence, peer presence
 - Themes: friendship, sharing meaning, self-control, peer culture

Findings/ relevant collective conceptions on play

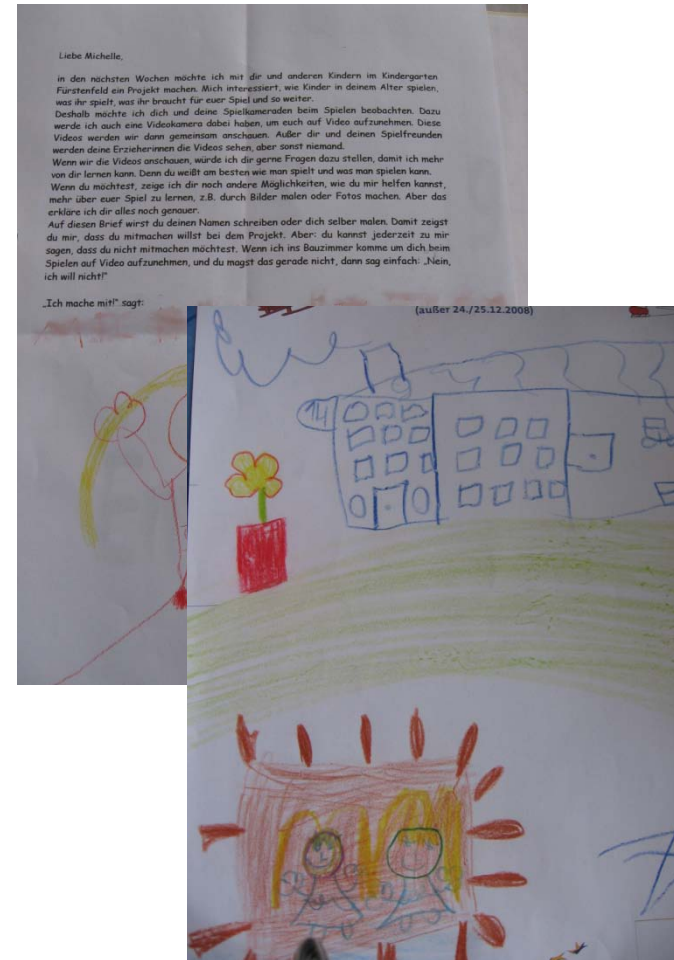
| | | | |
|--|----------------------------------|-----------------------------|--------------|
| Joy and fun | | Friendship | Peer culture |
| Shared meaning-making, co-construction | Children's voices on play | | |
| | Children's resources | identity | |
| Adult's role | Preference in play space | Preference in play material | |

Children's overall participation

| | Video | Pair-interview | Child conferencing | drawing | Photo-tour |
|-----------|-------|----------------|--------------------|---------|------------|
| Moritz | X | X | | | X |
| Jasmin | X | X | X | X | X |
| Yannis | X | X | X | | X |
| Philip | X | X | | | |
| Christina | X | X | X | | X |
| Madeleine | X | X | | X | X |
| Eva | X | X | X | X | X |
| Kevin | X | X | X | | X |
| Robert | X | X | X | | X |
| Fenja | X | X | | | X |

Children's emancipatory participation

- Informed consent
- Withdrawal from any method
- Non-verbal expression through photo-tours and drawings



Children's emancipatory participation

- Group reflection on first findings
- Children's ideas: photo presentation for friends and family



Children's emancipatory participation



Conclusion and considerations

- ❑ Children as conscious participants asserted their rights
- ❑ Special considerations of ethical issues i.e. informed consent
- ❑ Researcher's role: play partner, observer, protector, practitioner, data-hunter??
- ❑ Methodology of Mosaic approach empowers the child
 - Creativity
 - Non-verbal expression
 - Sharing meaning and enjoyment in pairs

Literature

- ❑ Clark, A., & Moss, P. (2008). *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau and Joseph Rowntree Foundation.
- ❑ Mayall, B. (2008). Conversations with children: Working with generational issues. In P. Christensen & A. James (Eds.), *Research with Children. Perspectives and Practices* (2nd ed., pp. 109-124). New York and London: Routledge Taylor & Francis Group.
- ❑ Sutton-Smith, B. (1997). *The Ambiguity of Play*. Cambridge Mass: Harvard University