Beyond the Conventional Years Research Methods in Early Research Using Innovative Education

Edited by Zeia Brown and Helen Perkins

This will be an invaluable and inspiring resource for high-level postgraduate and professional students as they embark on research or development projects in the field of early years education and care.

Conducting independent research is a critical and well thought-out process to take. A method for the researcher is to develop an innovative and effective approach to the role of thinking outside the box and developing innovative research and approaches. The aim is to bring the arts, sciences, identity boxes and cultures together in a range of research, with a range of children's research methods. From research with young children, research methods, and changing into the future of research methods.

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Beyond The Conventional

Years Research Methods in Early Using Innovative
The set at ALL Hilltops Preschool on one day

A map of learning and playing areas drawn

A research using a puppet to explore

The most closely represent fennex

Children explaining which playground they think

Story to the researcher

Children using scenery and characters to reflect a

An example of designing an activity portfolio

Sheets and the Platform

Ideas Club methods

Messy, playful encounters

Concrete circles (1)

Concrete circles (2)

Manipulative

Free drawing (1)

Free drawing (2)

To explore creativity

Using Braille and audio-visual devices

Figures
Elisabeth Bitt is a researcher in Pedagogy at the Department of Human Sciences at the University of Auckland. She is a member of national and European research projects on the topic of pedagogical documentation, childhood protection and childhood policies. She has been involved in the research on the impact of early childhood experiences on children's development and has contributed to the development of educational policies and practices in the field of early childhood education. Her research interests focus on children's development in early childhood settings and the role of educational technologies in supporting teachers in the classroom. She has published extensively on these topics and is currently engaged in research on the use of technology in early childhood education. She has also been a key contributor to the development of new curricula and teaching materials for early childhood education.

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PART II

Researcng With Children
Introduction

Elizabeth Billi and Franco Zucchi

Research

Art as a method of
known and shared.

The worlds of John Dewey (1996) suggest that we play an important role in children's learning. A well-structured learning environment that provides opportunities for children to explore and experiment fosters a sense of curiosity and a love for learning. Dewey believed that education should be a process of growth and development, where children are free to explore and discover on their own terms.

Dewey's philosophy emphasizes the importance of the child's active participation in their own learning. He believed that education should be a process of growth and development, where children are free to explore and discover on their own terms. This philosophy is reflected in the idea that children should be given the opportunity to investigate and experiment with their surroundings, allowing them to develop their own ideas and perspectives.

In Dewey's view, the world is a complex and ever-changing environment that requires active engagement and exploration. He believed that children should be encouraged to ask questions and think critically about the world around them. By fostering an environment that promotes curiosity and exploration, children are better equipped to develop the skills and knowledge they need to succeed in the future.

Reflections on art and children: art in early childhood education

Before you read this chapter, consider how you would define the role of art in early childhood education. How would you incorporate it into your teaching practice?
Art as a method of research in early childhood education

What artistic practices may be used in early childhood education settings?

INDIVIDUAL/GROUP TASK

Education

Art as a method of research in early childhood.
Art as research strategy: When working with children

How can art and artistic perspectives contribute to research in early childhood education?

**INDIVIDUAL/GROUP TASK**

1. Reflect on your experiences of using art in educational contexts. How did you use art to express emotions, ideas, or knowledge? Did you find that art helped you understand or communicate ideas more effectively?
2. Consider how you might use art in your future teaching or educational practice. What strategies could you employ to integrate art into your work with children?

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The same principles apply to our knowledge of educational interactions with children, drawing on the potential for art to engage, provoke, and invite deeper exploration.
of a broader ethical path.

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This is study a a complex and flexible model of deep learning that explores the nature of children's playful thinking and participation in education. The study was designed to explore how children develop their understanding of the world and their interactions with it. The researchers used a qualitative, phenomenological approach to conduct interviews with children, parents, and educators. The findings suggest that children's play is a key component of their learning and development. The study also highlights the importance of creating an environment that supports children's play and encourages exploration and creativity. Overall, the study provides valuable insights into the nature of children's play and its role in their education.
Reference


Recommened reading


The use of drawing methods with young children in research

Helen Lyndon

Introduction

In this chapter, the effectiveness of drawing as a research method with young children is explored. My own research eliciting children’s responses using drawing in a variety of ways will be outlined through a discussion around process and outcome. These methods will be placed within a wider methodological context as I explore the research that inspired me to develop and test those drawing methods. The strengths and limitations of the methods will be discussed as I reflect on my own research experiences. The chapter will consider the importance of ethical considerations when researching in such a way with children, particularly as drawing and mark-making forms such a central part of emerging literacy skills.

The context of drawing

Many research methods in use today purport to listen to children’s voice, and, with our youngest children, methodological boundaries have been pushed in relation to eliciting drawn responses from children in social research projects.

Drawing as a research methodology with young children has been popular for some time. Kara (2015) suggests that the ‘draw and write technique’ in educational research has been around since the 1970s, and is a flexible technique that can allow for both qualitative and quantitative analysis. Drawing is a powerful tool to engage children in research and can provide insightful and meaningful data for those working with children. Drawing is a skill that is present from a young age and can be used as a means of communication, exploration and understanding. 

Drawing can be used in research to elicit information from children in a non-threatening way, allowing them to express themselves and their experiences. Drawing can provide insights into children’s thoughts, feelings, and perceptions, and can be used to explore a wide range of topics. Drawing can also be used to assess children’s understanding of a particular topic, as it allows them to express their knowledge in a visual format. 

In conclusion, drawing is a powerful research tool that can be used to engage young children in research and elicit meaningful and insightful data. Drawing can be used in conjunction with other research methods to provide a rich and comprehensive understanding of children’s experiences and perspectives.