

Proposal ID: 3285

Observing and understanding two-year-old children's decision-making in dialogue (INDIVIDUAL PAPER PRESENTATION)

DR. PENNY LAWRENCE The University of Roehampton, Room GH218 Grove House, Roehampton Lane, London, United Kingdom

Theme

How much progress has been made on ensuring children's rights and what forums can we create to hear and respond to the voices of children and their parents?

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Innovative/alternative approaches

Research aims

This presentation draws on the findings of a doctoral thesis about how two-year-old children make decisions in dialogue. It considers the most relevant others involved and how children may have a dialogical relational regard for others rather than an instrumental attitude.

Relationship to previous research works

One of the three case studies in the thesis builds on the 'Being in Relation' project at Pen Green Centre for Children and their Families (Lawrence, Howe, Howe, and Marley 2014), which considered children's intentions and relations. It is also informed by previous dialogical project work with places and materials in Reggio Emilia (Reggio Children 2007)

Theoretical and conceptual framework

The research is underpinned by a dialogical meta-theoretical framework (Linell 2009) encompassing multi-modality and embodiment to value the non-verbal communication and meaning-making important in the understanding of younger children.

Paradigm, methodology and methods

The children's experiences are phenomenologically, contextually, and socially co-constructed by parents, educators, children and the researcher in dialogue in a participatory interpretative approach. Multi-modal interaction video analysis of critical episodes of decision-making privileges attention to the children's expressions and responses.

Ethical Considerations

The ethical relationships in the research value multiple perspectives (EECERA 2014) and the voices of the participants in dialogue.

Main finding or discussion

The study presents a theoretical perspective to understand the most relevant others involved in the children's dialogue. The findings suggest a dialogical approach to interpreting how these two-year-old children make decisions with dialogical agency.

Implications, practice or policy

Parent and educators' perceptions of children's decisions made with dialogical agency may be shared and refined leading particularly to higher literacy and understanding in non-verbal interactions in practice.

Keywords: dialogue, agency, decisions, two-year-olds, interpretation

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Chairing opportunity

I would be willing to chair a symposium (including one which I am not presenting in)

