Post-graduate seminar

**Researching Children in Everyday Life: Applying ethnographic and video-ethnographic methods**

October 5, 2016, University of Jyväskylä

Organisers:
LaNKA-forum and CHILDCARE research project, University of Jyväskylä in collaboration with The Finnish Society for Childhood Studies

Venue:
Ruusupuisto building, Alvar Aallon katu 9, Jyväskylä

**Program:**

9.30-10  Registration (RUU D 101 Juho)

10.00-11.30  Keynote: Dr Sabine Bollig
The diversity of day-care-childhoods. Ethnographic Case Studies on the enacted education- and care-arrangements of 2-4 year olds (RUU D 101 Juho)

11.30-12.30  Lunch break

12.30-14.00  Keynote: Dr. Bina E. Mohn
Children Navigating Borders – a camera-ethnographic study on children’s transition practices in day care routine (RUU D 101 Juho)

14.00-14.30  Coffee

14.30-18  Paper session (including a short break) (RUU E 213)

*Samantha Punch*: Hidden Struggles of Ethnographic Fieldwork: Exploring the Role and Use of Field Diaries

*Raija Raittila, Niina Rutanen, Mari Vuorisalo & Aleksi Paavilainen*: Collective ethnography - multiple gazes to the everyday life in a day care centre

*Eija Salonen, Marja-Leena Laakso and Eija Sevón*: Young children’s belonging in the context of day and night care

*Elina Weckström*: Who is planning – can we do it together? Children’s agency in planning and execution of daily activities in early childhood education

*Zsuzsa Millei*: ‘Everyday nationhood’ in a Hungarian kindergarten

18-20  Get together (in Ruusupuisto)
The Keynote Abstracts

Dr Sabine Bollig
The diversity of day-care-childhoods. Ethnographic Case Studies on the enacted education- and care-arrangements of 2-4 year olds

Against the backdrop of the heterogeneous Luxembourgian System of Early Childhood Education and Care the research project CHILD – Children in the Luxembourgian Day Care System investigated the diverse education and care arrangements of 2 to 4 - year - olds. Within 13 ethnographic case studies the study explored those education and care-arrangement (ECEC-arrangements) from the position of the child and, therefore, highlighted the everyday accomplishment of the Luxembourgian field of ECEC by focusing the on-going positioning of the group of the children as social actors within this field. Analytically, children’s ECEC-arrangements have been conceptualized in a practice-theoretical way (Schatzki 2002), to mark them as the enacted spaces where day care and early education policies, local structures and resources, parents’ beliefs and decision-making, institutional orders and children’s activities interplay and merge – or to say ‘assemble’. Methodically, this interplay has been explored via a multi-sited ethnography on children’s daily trajectories between family, day care and preschool and the respective familial, organizational and local ECEC-cultures they cross. The lecture will introduce into the framework, the methodology and the research strategies of the CHILD-study and will present the findings from eight contrastive case-studies to show how children’s everyday ECEC-practices are linked to their ECEC-arrangements, and therefore, to the specific interplay on policies, structures, resources and cultures which set up their ‘day care-childhoods’.

Related publication:

Dr. Sabine Bollig is a post-doctoral researcher within the research group Early Childhood: Education and Care (EC:EC) at the University of Luxemburg. Her main research areas lie in the social construction of childhood in educational and medical fields. Her research topics range from professional practices in day-care and in medical check-ups, children’s everyday practices, the socio-material accomplishment of day-care-childhood(s), spatial approaches to day-care-systems and in methods and methodologies of practice-analytical ethnography.
Dr. Bina E. Mohn
Children Navigating Borders – a camera-ethnographic study on children’s transition practices in day care routine

The lecture will introduce and show results of a camera-ethnographic study on the young children’s everyday enactment of their daily commuting between home, daycare and preschool in Luxemburg. Conducted in the frame of the Luxembourgian CHILD-Project, this study has been published as a Double-DVD, consisting of 18 videos which pursue the question of how two-to four-year-old children co-shape, day after day, the spatial, temporal, and social transitions in their education and care arrangements. Over the course of the videos, an analytical perception of transition practices unfolds which points at the institutional grammar of children’s diverse education and care arrangements – and that in terms of the individual contributions the children themselves provide.

The lecture will introduce the methodology of camera ethnography, a fairly new approach of research which shares with written ethnography the aim of producing ‘thick descriptions’ of everyday practices in respective fields. However, as the participant observation is conducted with a camera and the analytical process is conducted via camera work and film editing devices, it produces a mainly visual instead of textual ethnography. This provides “thick depictions” which enable a visual analyses and an audio-visual space of showing, perceiving and producing new insights into children’s practices and daily life. The reception becomes a unique stage within research where the audience itself gets involved in processes of designation and further interpretation. Consequently, the lecture will not only talk about, but first of all show results of this study along selected videos of the DVD.

Related publication:

Dr. Bina E. Mohn is a Cultural Anthropologist and originator of the “Camera Ethnography”; she holds a PhD in contexts of Visual Anthropology and Sociology of Scientific Knowledge Production. As a freelance researcher and filmmaker she has produced and published several visual studies about learning, playing, researching and working and also methodological texts on camera ethnography in journals and volumes. Further information: www.kamera-ethnographie.de.