

Methodology in Child Culture Research

Introduction

Media diversity, new migration patterns, new family and work patterns are challenging the understanding of children and childhoods. In the field of art and culture, children and adolescents encounter both differences and similarities in cultural values as well as a canonized cultural heritage. At the same time, individual and innovative cultural expressions are in demand and particularly valued as an expression of authenticity. The realities of our modern society have given rise to a diversity in childhood experiences. Childhood can no longer be seen as world within a world, but as different experienced childhood(s). This development calls for renewed knowledge and understandings of how we study the diversity of children and adolescent's cultural participation at a master level. The master course aims to introduce master students to the field of *Nordic child culture research* and to practice an analytic capability in relation to research designs and knowledge.

Credits: 3 etc.

Language: English

Course Coordinators:

Professor Jorunn Spord Borgen, Professor Pauline von Bonsdorff and Professor Elin Eriksen Ødegaard

Learning Outcomes

The student has to achieve

Knowledge:

- Up to date understandings of how children are situated in *Nordic Child Culture Research*
- Up to date knowledge of selected new and relevant methods for studying new Nordic childhoods and cultures
- Advanced knowledge of how a research design will condition knowledge and understandings of child culture

Skills:

- Identify research problems, dilemmas and questions of relevance close to children's perspectives
- Engage in methodological discussion in an inter disciplinarian context
- Identify paradoxes or complexities in the research field of Nordic Child Culture Research
- Identify research problems, dilemmas and questions of relevance close to children's perspectives including ethical issues
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General competence:

- Analyzing interdisciplinary Child Culture Research
- Identify and formulate research puzzles and explore a research design

Content

The course will explore and develop methodological keys that will provide students with knowledge and competence to give children room to thematise and communicate their experiences in a variety of ways. The methodological discussions and analytic workshops will address methodological challenges and keys.

Study Methods

Academic reading and writing in forehand and after the course, discussions, feedback and opposition in seminars and workshops and written reflection note in a blog genre.

The participants must hand in a written paper (1800-2000 words) one month prior to the conference. During the seminar, the themes of the prior papers will be discussed and elaborated in groups. During workshops students develop short written reflection note in a blog genre.

The course takes place in relation to the BIN Conference 2016, 10th to 11th of November, at Lysebu. It consist of half a day seminar (9th of. November, 13-17), participation with work tasks during the conference and a two days colloquium during the conference (afternoon the 10th and 11th of November).

Mandatory assignment

In order to gain the 3 ect the participants have to

- hand in a written paper at forehand
- attend the half day workshop prior of the conference
- follow methodological tracks during the conference
- attend and participate in selected workshops during the conference
- elaborate the paper handed in at forehand after the course (1800-2000 words) and a short reflexive blog note – passed/not passed

Literature and resources

Borgen, Jorunn Spord & Ødegaard, Elin Eriksen (2015). Barnekultur som interdisiplinært forskningsfelt – *Barn – Forsking om barn og barndom i Norden*, nr. 3-4 2015. (selected articles)

Garvis, Susanne, Ødegaard, Elin Eriksen and Lemon, Narell (2015). *Narratives and Young Children*. Rotterdam: Sense Publisher.

Harvey, Lee & Green, Diana (1993/2006). Defining Quality. *Assessment & Evaluation in Higher Education*, Volume 18, Issue 1.

Hällström, Catharina (2015) "Etiska reflektioner kring vuxnas dokumentation av barn." Qvarsell, Birgitta, Hällström, Catharina & Wallin, Annika (red.) *Den problematiska etiken - om barnsyn i forskning och praktik*. Göteborg: Daidalos.

Karoff, H.S (2011). Kameraet som redskab i forskning i børns leg. [BARN– Forsking om barn og barndom i Norden](#), nr. 1 (page 13-26).

Pink, Sara (2007) *Doing Visual Ethnography: Images, Media and Representation in Research*, London: Sage.

Rasmussen, Kim (2007) "Sociologiens fotografiske feltnoter. Et bidrag til "thick description"?" *Sosiologi i dag*, 36:1: 13-32, Oslo: Nuvus forlag.