



Child-Cultures

Landscapes for play,
art, and explorations

Western Norway University of Applied Sciences, Campus Bergen



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ABSTRAKTBOK



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1. Institutional Conditions for Exploration: Chinese Kindergarten Teachers' Perspectives and Practices

Aihua Hu

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This study investigates how Chinese kindergarten teachers perceive exploration in early childhood education (ECE) and how the perceptions influence their daily practice through the lens of cultural-historical framework. Data are drawn on documents, open-ended questionnaires as well as online interviews. Major documents are ECE related policies, curricula at different levels and exploratory activity plans shared by the teachers. Kindergarten teachers from Huining (Gansu province), Kunming (Yunnan), and Shanghai have answered the online open-ended questionnaires. In addition, online interviews have been conducted with kindergarten teachers and principals for different purposes. This study finds that teachers across the regions share similar perceptions on exploration, which influence their daily teaching practices. However, the practices are at the same time various with each having their own distinctive features influenced by other factors for example available resources.

Government policies and curricula at different levels are influential in deciding what exploratory activities teachers organize and how they organize them for children. Policy influences teachers' practice, especially if they are mandatory. As a result, it is critical that policy should be carefully made based on scientific and empirical research. At the same time, this study finds that teachers are not necessarily faithful followers of policies; rather, they are influenced by different variables at institutional level. This implies that teachers need good content and pedagogical knowledge to make sound judgments about daily practices, which calls for quality ECE pre-service and in-service teacher education/training.

Key words: exploration, cultural-historical framework, perspectives, practices, ECE, China



2. Musicians and Materiality on the Playground

Henriette Blomgren

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This presentation investigates how materiality as sounds, rhythms, play tools and artefacts already present at the playground set play actions in motion, moods and particular directions. The study links to the national anchored Danish project LegeKunst/PlayArt and involves collaboration between jazz musicians, pedagogues, and children in a Danish kindergarten. The study works with the following research question:

How can materiality as significant analysis category contribute to further understandings of PlayArt processes with jazz musicians, children, and pedagogues on the playground as an example?

The theoretical object refers to theories and approaches enhancing materiality as actor and symmetric co-player (Barad, 2007; Pacini-Ketchabaw, Kind og Kocher, 2017; Toft, 2021; Gershon 2013; Rosa, 2021) and to play as child culture and moods (Mouritsen, 2002; Skovbjerg, 2021). Through analysis of selected video excerpts and -photos, with the power of materiality as a key point (Bennet, 2021), the study shows how materiality as an actor contributes, vibrates, intra-acts and “talks back” to the participants and as such has an impact for the resonance and play moods arising.

The study contributes to awareness concerning conditions for and comprehensions of play in pedagogical contexts. Furthermore, it leads to reflections about how childhood lives are entangled in a net of materiality, place and events, which is produced and productive/created and creative. One of the findings highlights the value of child culture in the making. This approach implicates the adults’ attentiveness and ability to involve the world of materiality, which surrounds and affects children and adults – and their play.

Key words: materiality; play; musicians; play ground; vibrations



3. Lekende (re)produksjon i nye barnefellesskap i skolen

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På bakgrunn av deltakende observasjoner og gruppeintervjuer med barn som akkurat har begynt i første klasse i barneskolen, har målet i min doktorgradsundersøkelse vært å få innsikt i hvilke forståelser barn har av lek når de beveger seg fra barnehage til skole.

Analysene viser fram den betydningen lek og fellesskap med jevnaldrende har for barn ved skolestart. Lek og lekenhet står sentralt når barna tilpasser seg til skolen, og leken er også avgjørende for deres muligheter til å skape sine egne, unike barnefellesskap. Jeg lanserer begrepet *lekende (re)produksjon* om hvordan barna i fellesskap reproducerer og produserer eller skaper sin lek og sine forståelser om hva lek og skole er, og av hvem de selv er i sine nye roller som elever. Barnas lekende tilnærminger til skolen viser at de forholder seg til og tolker voksenkulturen og samfunnet rundt seg. Men de lar seg også rive med av lekens irrasjonalitet, spontanitet og av det som blir til der og da.

I undersøkelsen argumenterer jeg for å gi oppmerksomhet til verdien av barnefellesskapet i barns overgang fra barnehage til skole, og til de sammenhengene barnefellesskap og barnekultur har med lek, lekenhet og det spontane og uforutsette.

Nøkkelord: lek, overgang til skole, barneperspektiv, barnefellesskap, lekende (re)produksjon



4. Encountering children’s perspectives in play in ECEC. Pedagogy, design for play and exploration

Hanne Hede Jørgensen

VIA University College, Aarhus, Denmark

This paper starts from a pilot project that explores children’s perspectives in ECEC through researcher’s participation in play experiments. From a child perspective play and peers are pivot and according to the Danish Act on ECEC § 7 pedagogues shall create “pedagogical learning environments” that starts from “a child perspective” and where “play is basic”.

The aims are to explore a variety of children’s perspectives through play experiments that contain new materials and to explore how contextual matters – including pedagogical actions - affect the play participation of children. The project dwell on theory of Play Order (Jørgensen, 2022; Skovbjerg et al., 2022). Methodological the project starts from theories of Child Perspectives (Broström 2012, Koch, 2021) and Design for play (Jensen et al., 2022), Design Anthropology (Clarke, 2017) and Design Thinking (Björgvinsson et al., 2012).

Findings suggest that researcher's participating in play experiments that present children to new materials offers possibilities to explore children’s perspectives from a position where children's world views unfold in actions. This paper shows how children’s approach to and participation in play reveal their unique interaction with the world, their preferences and challenges.

Implications for practice are that pedagogues need to engage in children’s play in different ways in order to create environments where they can encounter each child's perspective. Designing for play offers pedagogues a way to work with children’s perspectives and play and at the same time explore the way they generally frame their play practices in ECEC.

Key words: Play participation, design for play, play experiments, pedagogues, ECEC



5. “It wasn’t really allowed, but it was fun!” Rough play for generations

Ragnhild Norderhus, Gunilla Eide Isaksen, Maria Øksnes

NTNU, Trondheim, Norway

Researchers from different fields of research express concern about children’s opportunities to play due to for example early school start, unsafe playgrounds, and other regulations of children’s play (Enerstvedt, 1982; Karsten, 2005, Pollock, 2019). At the same time researchers warn against concluding with loss of spontaneous, unstructured outdoor play based on a romantic notion of play in the past (Pollock, 2019). Our research seeks to nuance such simple conclusions. Even though rough play is controversial, historically there has been a lack of research (Hart & Tannock, 2019). Through retrospective interviews with over 90 Norwegian men and women, we gained insight into three generations’ (70-80, 50-60, 20-30) memories about play in their childhood. In this paper we examine their descriptions of rough play and how this may have changed over time. Our material indicates that all generations have found room for rough play and that this was valued because it was exciting and fun. The participants describe rough play in ways that include a variety of physical play, for instance rough-and-tumble play, war play and so on. In our analysis we have categorized the participants play experiences of rough play on a continuum from dangerous play to scary play to pranks. These nuances of rough play can contribute to an understanding of tensions between generations, continuity, and changes in the participants’ experiences of play from a historical perspective. We believe our analysis can offer a critical ground for reflections related to adults’ restrictions of rough play in contemporary childhood.

Keywords: childhood memories, retrospective interviews, dangerous play, pranks, scary play



6. Exploring enactments of the big screen and the small screen in a Norwegian early childhood education and care setting

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In Norway's Framework Plan for Kindergartens digital tools are to be implemented for learning, play and creativity. However, there is no set curriculum or specific guidelines that follow this Framework Plan. In addition, the term 'digital tools' is used as a vague label. Here I argue that nuancing between different types of digital tools, as well as being sensitive to how both human and non-human actors influence digital activities can be useful.

Drawing on a sociomaterial perspective where humans and non-humans are perceived as actors where every thing and every human that somehow make a difference in the assemblage are actors aids in illuminating how adults, children, digital tools and apps constitute each other. Making use of video ethnographic data from an early childhood education and care (ECEC) institution, I scrutinize the interactive whiteboard and the tablet. In my data I find that what the intention of the adults are, regarding whether tablets and interactive whiteboards are solo or communal activities is not what defines these activities. It is necessary to account for how these activities are enacted by adults and/or children as free play or as part of a more institutionalized agenda, in addition to the objects themselves.

The main takeaway here for researchers and practitioners is to be sensitive to the different actors, and to the different activities that are enacted. We need to rethink the possible uses of digital tools and how the activities obtain meaning, intended and unintended. Critically rethinking the possible uses of digital tools and considering why and for what purpose they are implemented can benefit researchers and practitioners alike and help us explore and understand how these vastly different tools can be used and enacted.



7. Fanart as a gaming practice: children's talk about drawings and Minecraft

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Gaming is an important practice within children's digital game cultures but not the only one (Dezuanni, 2018). The present paper investigates children's participating in game cultures, focusing on how they consume, produce and display digital pictures. The study is based on interviews with ten Swedish teenagers who regularly play digital games and create pictures related to the games that they play. In combining socio-material and ethnomethodological approaches, analytical concepts such as participation, epistemic stance and affinity spaces have been used. To scrutinize narratives in terms of "small stories" (Georgakopoulou 2006), the interviews have been transcribed verbatim using transcript convention developed within conversation analysis.

The paper shows how a 16 years old girl talk about her creation of fan art, how this is related to playing the game Minecraft as well as following other players on social media platforms such as Twitch and YouTube. Directing attention to small stories, it is shown how she accounts for her fandom and takes epistemic stances in which she displays herself as a competent storyteller. The analysis also show how knowledge of the Minecraft, the particular multiplayer online game Dream SMP and fan art as a genre are needed to fully understand her fan art. Finley tells the interviewer that fanart involves the freedom to draw whatever motif she wants based.

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8. Aesthetic moments as design for play and exploration in routine situations

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Background: Play is closely related to culture, and thereby to aesthetics. The term "aesthetics" is often associated with (fine) arts, highbrow culture, "the beautiful", something elitist, etc. In this paper, however, we use the concept of aesthetics in its original, body-phenomenological meaning, regarding the human being as a sensing and interpreting subject within a culturally saturated now, to point at a knowledge gap concerning how to understand playful interplay between ECEC-professionals and children in routine situations.

Aim: to grasp theoretically and empirically, how aesthetic moments may occur in any situation, not only in arts-projects and the like, to develop a framework for designs for play and exploration that emphasizes embodied, cultural practices among ECEC-professionals and children in kindergartens.

Research design: The empirical material derives from three Danish kindergartens, sampled in three municipalities participating in a larger research project on play and aesthetics. The selection criterion was that they should not be branding themselves as specifically "aesthetic" or "play-based" – we aimed to explore aesthetics as something that should not require special skills or talents in ECEC-professionals and children. Data (field notes) was generated by means of a qualitative, body-phenomenological research design, based on participatory observation, which was analyzed within a socio-cultural theoretical framework of aesthetic learning and play.

Results: cultural-aesthetic moments emerge as shared bodily, sensational, emotional, and relational presence in a playful, future-forming now shared by ECEC-professionals and children in routine situations like meals, going to the lavatory, getting dressed etc.

Implications: An aesthetic design lens, though which playful and explorative environments can be developed, also in routine situations.

Keywords: aesthetics, embodied culture, routine situations, play, kindergarten



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9. Cuddly toys, perler beads, and the Smurfs – Child culture in cultural heritage of terrorism

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Cuddly toys are often brought to spontaneous public memorials to commemorate victims of terrorism and other disasters. This can be seen both in media coverage and in the archival collections started in the aftermath of terrorist attacks in Scandinavia and Europe in the recent years. One of them is the terrorist act committed in central Stockholm in April 2017. The heritage of this attack will be the focus of my presentation. I will explore the far-from-self-evident connection between child culture, spontaneous memorials, and cultural heritage.

I will present early analyses from my current postdoctoral project which focuses on children, terrorism, and cultural heritage. The empirical material consists of two archival collections created by three museums in Sweden in the aftermath of the terrorist attack in Stockholm. They contain photographs of and objects collected from the spontaneous memorial such as letters, drawings, plates made with perler beads, different kinds of toys, both mass-produced and visibly hand-made. Many of the collected artefacts and objects seen in the photographs are examples of complex and eclectic child culture – from iconic teddy bears to McDonald’s Happy Meal toys. Drawing on the interdisciplinary field of child studies, critical cultural heritage studies, and studies about spontaneous memorials, I will address the following questions. How can we make sense of child culture objects being widely used in public responses to terrorism, as symbols of mourning and loss? What norms and values of childhood are enacted? What happens when child culture becomes such inextricable part of terrorism heritage?

Keywords: child culture; material culture; toys; terrorism; cultural heritage.



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10. Children’s dark pictures – exploring social critique in children’s cultural productions

Alex Orrmalm

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The aim of this presentation is to discuss how children express themselves visually and verbally about difficult issues – such as violence or trafficking – through creating pictures about the UNCRC. More specifically, the presentation explores how children express themselves about how the UNCRC, children’s rights and difficult issues is talked about by adults and in society. The presentation draws on a larger project about children’s cultural heritage with a focus on the UNCRC and children’s creation of analogue as well as digital pictures. The aim of the larger project is to explore how children’s cultural heritage can become an undisputable part of the Swedish cultural heritage. This presentation draws on research data collected during video ethnographic fieldwork within the project with children and young people (5-21 years) in educational settings. The presentation discusses how children’s pictures about difficult issues can be understood as a comment on, and critique of, broader societal concerns. This raises questions around how children’s cultural productions are understood, for example in schools, and how we can attend to the complexities of children’s expressions around difficult issues as an important part of children’s culture.

Keywords: children’s cultural heritage, pictures, darkness, UNCRC, critique



11. Digital praksis som arbeidsmåte i barnehagen. En diskursorientert tilnærming til barnehagelæreres handlingsvilkår for pedagogisk bruk av digitale verktøy i lys av rammeplanens «bør-skal-vending»

Trude Kyrkjebø

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Et stadig tilfang av nye teknologier preger barnehagebarns hverdagsliv på ulike måter. Barnehagens rammeplan vektlegger at pedagogisk bruk av digitale verktøy skal støtte opp om barns læreprosesser og bidra til å oppfylle et rikt og allsidig læringsmiljø for alle barn, og at dette må gjøres med omhu. Det er barnehagelærere som har det pedagogiske ansvaret for å iverksette rammeplanens føringer i tråd med faglig skjønn. Formålet med denne artikkelen er å belyse hvordan rammeplanens taktskifte i forhold til hva barnehagen 'skal' heller enn 'kan' og 'bør' påvirker barns mulighetsrom gjennom følgende problemstilling: Hvilke forestillinger trer frem og hvilke handlingsbetingelser utformer seg i intervjuer med barnehagelærere om pedagogisk bruk av digitale verktøy? Det empiriske materialet er samlet fra en diskursorientert utsagnsanalyse av intervjuer med barnehagelærere som har pedagogisk ansvar for de yngste i barnehagen. Analysen er tredelt. Den viser først to dominerende narrativer om barnehagens rammeplan, deretter to diskurspar om bruk av digitale verktøy som utpeker seg i intervjumaterialet. I analysens siste del illustrer en kryssmodell fire sosiale handlingsrom som barnehagelærere handler ut fra. De analytiske kategoriene skattekiste, verktøykasse, begeistring og motstand er konstruerte formasjoner som åpner for å diskutere hvorvidt de ulike handlingsbetingelsene opprettholder eller bryter med etablerte tankemønstre, handlinger og posisjoner. Ulike handlingsbetingelser avleder ulike subjektposisjoner som barnehagebarn har mulighet til å tre inn i. Artikkelens budskap også en invitasjon til å diskutere hva som står på spill for barn og barndom i det digitale barnehagefeltet. Studien er forankret i tverrfaglig barneforskning og bidrar til kunnskap om barnehagebarns digitale oppvekst- og utdanningspraksiser.

Nøkkelord: barndom; digitale verktøy; narrativ sosiologi; subjektposisjoner



12. En barnehagelærers møte med barns sanguttrykk i barnehagen

Åse Kristin Hungnes

Dronning Mauds Minne, høyskole for barnehagelærerutdanning, Trondheim, Norway

Studien omhandler hvordan en barnehagelærer møter og forholder seg til barns sanguttrykk. Disse sanguttrykkene preges i stor grad av barnas medieerfaringer. Inspirert av blant annet et kulturformidlingsperspektiv undersøkes hvordan barnehagelæreren navigerer når hun skal forme og utøve sin pedagogiske praksis i møte med barna, som ofte har andre referanserammer enn henne. Empirien er fra intervju med en barnehagelærer med lang erfaring fra barnehage. Studien viser muligheter og utfordringer en pedagog kan stå i, og avdekker et spenningsforhold mellom pedagogens ønsker om å formidle kultur for barn og barnas egne kulturinnspill. Teoretiske perspektiver er Junckers (2006) begrep barnekultur, og Halvorsens (2017) vektlegging av dialektikken mellom individ og kultur. Hun bygger på Fjord Jensens (1988) teori om det dobbelte kulturbegrep, som symboliserer at kultur er noe vi både har, og er. I dette spennet står barnehagelæreren og skal ivareta både barnets innspill, og være en kulturformidler, den dobbelte didaktikk (Halvorsen, 2017).

Målet er å bidra til kunnskap om barnehagelærerenes rolle i møtet med barns kultur, og hvordan hun fremstår som kulturformidler og kulturbærer. Hva påvirker valgene barnehagelæreren gjør?

Fortolkningene av intervjumaterialet resulterte i 3 temaer som drøftes: 1) Sette seg inn i, 2) koble seg på og 3) bidra med kulturinnspill. For å kunne møte barns sanguttrykk må pedagogen sette seg inn i barnas livsverden. Hun må være i stand til å lese konteksten, forstå situasjon, kunne koble seg på barnas sanguttrykk. Hun skal også være en kulturformidler og kulturbærer.



13. Bæredygtige pædagogiske aktiviteter for små børn

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Pædagoguddannelsen i Aarhus har de sidste fem år arbejdet med bæredygtighed. I maj 2022 tog VIA University College (VIA UC) initiativ til at arrangere en bæredygtighedsdag, med workshops og oplæg om bæredygtig udvikling for alle studerende og ansatte på samtlige professionsuddannelser i VIA UC.

Theilmann, Sørensen og en gruppe pædagogstuderende tog ansvar for at oversætte nogle af de svære spørgsmål om klima og verdensmål til aktiviteter, hvor børnehavebørn, gennem leg og kreativitet, skulle lære noget om natur og miljø. Målet var at undersøge, hvordan kommende pædagoger kan kvalificeres til at kunne skabe rammer for at børn kan udforske og lege udendørs og lære om bæredygtighed, gennem positive oplevelser med udendørs aktiviteter. Betingelserne var, at aktiviteterne ikke skulle koste penge, ikke skulle efterlade spor på udendørsområdet og skulle være både morsomme og inspirerende for børnene. Børnenes sikkerhed og komfort skulle desuden tilgodeses.

På kort tid organiserede de 35 pædagogstuderende en formiddag, med fem forskellige bæredygtige aktiviteter for børn. Studenterne erfarede at for små børn kan ting under et tæppe, nogle flasker, pap, ting fra naturen sammen med kreativitet blive til morsomme og hyggelige aktiviteter. Studenterne erfarede at det ikke er vigtigt med legetøj, for børn vil gerne lege med enkle materialer.

Med kvalitative metoder; observationer af børnenes deltagelse i de forskellige aktiviteter med naturmaterialer, genbrugsting og fantasi samt efterfølgende interviews med deltagerne, fandt vi at studenterne fik førstehåndserfaringer med 1) at opleve børn som 'beings' gennem deltagelse i organiserede aktiviteter, 2) børn, som 'becomings' med refleksioner over hvordan aktiviteterne hjælper med til at man kan tage vare på naturens ressourcer og 3) børn som 'belongings' ved at gennemføre aktiviteterne på udendørsområdet.

Keyword: leg, udforskning, bæredygtig udvikling, friluftspædagogik med små børn



14. Developing Fundamental Motor Skills and Physical Fitness in Early Childhood: The Importance of Moderate and Vigorous Physical Activity. *A multivariate physical activity association pattern analysis*

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Background: Preschoolers are in an essential time of obtaining and consolidating fundamental movement skills (FMS) and developing physical fitness (FIT), which is important for participation in physically active play and achieving health-related benefits in both short- and long-term. Physical activity (PA) is critical for children's development of FMS and FIT, but there is limited evidence regarding which intensities are associated with these outcomes in early childhood. This study aimed to determine the cross-sectional multivariate PA intensity signatures associated with FMS and FIT in children aged 3-5 years.

Methods: We included 952 preschoolers (4.3 years, 51% boys) from the ACTNOW study who provided data on PA (ActiGraph GT3X+), at least one FMS (locomotor, object control, balance skills) or FIT (speed agility, standing long jump, handgrip strength) outcome, BMI, and socioeconomic status in 2019-2020. We created 17 PA intensity variables (0-99 to ≥ 15000 cpm) from the vertical axis and used multivariate pattern analysis to analyze.

Results: The PA intensity spectrum (including sedentary time) was significantly associated with all outcomes. Associations for PA intensities were positive (negative for sedentary time), strongest for moderate and vigorous intensities, and significant across sex and age groups.

Conclusions and perspectives: Our findings show that the PA intensity spectrum is associated with FMS and FIT in preschoolers. Public health initiatives should be encouraged from early life stages to secure children the best possible start in life. Preschools should promote PA of different types, especially with moderate and high intensity, to stimulate and optimize children's physical development.

Keywords: physical activity, preschool, accelerometer, motor competence, physical fitness



15. Playlabs in teacher and pedagogue education: childhood and childishness

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The future occupation of students in teacher training and social education will be to create good relations in safe learning environments that provide children and young people with curiosity, courage and joy and empower them to meet the future with trust, hope and openness. Playlabs have been established in all Danish University Colleges with the aim to support education that “builds on children’s inherent capacity for learning through play – to encourage their curiosity, creativity and experimentation” (Jensen et.al. 2022; Jørgensen et.al. 2022). In our paper presentation we investigate how childhood and childishness are entangled in materials and narratives in playlabs. When playful approaches to learning move into higher education, at least two challenges are coming up. One, playful is often associated to something childish and children, and two; it is often understood in opposition to learning and serious education. We have carried out several experiments in line with design-based-research. Participatory observations and card-elicited interviews of students have been carried out. The analysis strategy has been a mapping of situations where references to something childish or childhood has occurred. Theoretically the framework of our work is socio-material and we lean on an idea of materials as being ‘scripted’ and inviting to certain actions, that entangle both narratives, affects and values. The results suggest that childhood memories and perceptions of ‘something childish’ are entangled with materials and narratives, and that students and educators have different approaches to the emergence of childhood and childish in higher education.

Keywords: playlab, childhood, materiality, educational landscapes

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16. 'Skapning av grenseobjekter i overgang barnehage-skole ved bruk av digitale verktøy på tvers av barnehager med naturlekeplass som felles arena'

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Gjennom å la barn leke seg til kunnskap om naturen ved bruk av digitale verktøy, vil barna kunne utvikle interesse for nærmiljøet og skape sammenheng og dermed lette overgangen barnehage-skole.

Målet med prosjektet er å skape et organisk utviklingsmiljø i form av naturlekeplass som bidrar til barns subjektskapning. Prosjektet følger tankegangen at barn <<blir til>> med nye væremåter i relasjon til de mulighetene et miljø representerer. Ut ifra dette er prosjektet et forsøk i å skape et felles miljø på tvers av barnehager som støtter barnas forberedelse til skolestart. Samtidig som prosjektet etablerer delingskultur og bidrar til felles refleksjonsprosesser ved å opprette en samarbeidsgruppe på tvers av barnehager.

Forventet resultat er å skape grenseobjekter i form av bilder tatt av barn på lekeplassen med smarttelefon og utarbeidelse av digitale versjoner av en bok introdusert til barnehagene gjennom Språksterk. Bok versjoner skapes av barn ved bruk av en 'Book Creator' verktøy-app. Informasjonen delt i samarbeidsgruppa i form av praksisfortellinger blir brukt til å lage en 'naturavis'. Temaer til artiklene i avisa tar utgangspunkt i ansattes observasjon som forskningsmetode av det barna viste interesse for på turene. Da med fokus på observasjon av de av barna i gruppa som trenger mest støtte til å uttrykke verbalt sine interesser. Avisa skal da forsøke å svare tverfaglig på det barna kunne ha lurt på i sin utforskning.

Observasjoner fra lekeplassen, pedagogisk dokumentasjon skapt på tvers av barnehager og barnas gjenfortellinger av boka i takt med aktiv bruk av Språksterk materiale skal stadig bidra til videreutvikling av arbeidet med språk på avdelinger.

Nøkkelord: grenseobjekter, overgang, samarbeid, sammenheng



17. Taktfull ledelse av et barneinitiert lekeprosjekt

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Barnehagene har de siste årene blitt invaderte av «ferdige pakker» som definerer barnehagens innhold. Dette kan lett føre til en snever praksis for barns medvirkning.

Målet med presentasjonen er å vise hvordan barnehagebarn kan få medvirke gjennom å lage planer og utvikle aktiviteter som er meningsfulle for dem.

Studien har en narrativ tilnærming. Empirien består av en barnehagelærerens nedskrevne praksisfortellinger om hvordan hun ledet et barneinitiert prosjekt om den amerikanske urbefolkningen, initiert og gjennomført av fem 5-åringer fra en barnehage på Vestlandet. Barna bygde tipier, ildsted og jaktsted i skogen tett ved barnehagen. På den måten utforsket de kunnskapen sin om den amerikanske urbefolkningens levesett. Barnehagelæreren gir tid til prosjektet, er med de i prosessen og følger nøye med på hvordan prosjektet utvikler seg.

For å belyse praksisfortellingene og barnehagelærerens sentrale rolle i prosjektet, bruker vi Max Van Manen (1993) sin forståelse av pedagogisk takt som teoretisk rammeverk.

Analysen viser at barnehagelæreren er sentral i rammesettingen og utviklingen av prosjektet. Selv om hun ikke bidrar med direkte innspill i prosjektprosessen, viser hun respekt og forståelse for barnas prosjekt.

Implikasjoner for forskningen: En taktfull og omtenksum barnehagelærer er nødvendig for å skape gode rammer for barneinitierte prosjekter og bidra til oppfølging og utvikling av prosjektet.

Nøkkelord: Barneinitiert lekeprosjekt, lek, utforskning, pedagogisk takt

Litteratur:

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18. Disgusting experiences as sustainable education in Early Childhood education

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The disgust of our unsustainable ways of living may prevent us from involving in these complicate, although important issues. Moreover, complicated issues like climate change, war and poverty, is in conflict with an understanding of the optimal childhood spent in joy and harmony, protected from disgust. We therefore ask how disgusting experiences (Ylönen, 2021) may inform ways to encounter education for sustainability close to children's playing ways of doing their eco-citizenship (Heggen et. al., 2019). To investigate this, we have encountered the research question through a multi-cited fieldwork (Pieredes, 2009), collecting video recordings from three kindergartens during foraging and harvesting activities.

The material surface children's exploration of soil, fish gut and mushrooms and their expression of disgust while doing this. These reactions interrupt our understanding of relevant content for sustainable education in early childhood education. Disgusting experiences that also involve attraction made something frightening and disgusting manageable and forms a contrast to hopelessness, despair, and anxiety.

Keywords: eco-citizenship, sustainability, disgust, exploration

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19. Children's places at school

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Entering primary school is a major event in children's lives. It involves a combination of new routines, activities, and persons, and it also means to enter a new physical environment. Prior studies have shown how children are governed to act in accordance to what is expected in schools (Andersen et al., 2002), and how children learn that certain places are dedicated for given types of actions (James et al., 1998). Thus, childhood places may impose limits upon children that serve to regulate and control the child's body, mind and actions.

This paper draws on the sociology of childhood (James, Prout & Clark, 1998; Corsaro 2017) and visual anthropology (Rasmussen, 2004; Harper 2012), and it examines how 1st grade children in Norway experience and relate to different places in their school. We gave 6-7 years old children cameras to take photographs of places at school that they found important and meaningful. These photographs were used as a starting point for group interviews with children about their stories connected to these pictures.

This study is an attempt to address children's voices (Warming, 2019) about their everyday life experiences in school. The findings indicate that children value places different from adults, and that they relate to places provided by adults, but also to places unnoticed by adults. Children use places to create room for their own initiated play. The children also compare places at school with kindergarten, and they tell that they miss some of the places they had access to in kindergarten.

Keywords: children's places, play, landscape, child culture, photographs



20. Towards a pedagogy of play in museums -- the Children's Museum in Midt-Troms

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Norway's first children-focused, play-based museum, Barnemuseet i Midt-Troms opened November 2021. This state-of-the-art, 'glocally'-rooted child-dedicated museum environment represents a new approach in museum education and interpretation. An understanding of play is a missing factor in most museums. The permanent exhibition "Midt-Troms in miniature" and accompanying programs are testing grounds and innovation centers for play-based cultural education and showcase how classical children's museum themes gain a socio-economic dimension by rooting them in local cultural history. Through the overarching story-based connection of the various thematic areas and added discursive elements, children experience social and economic interdependencies and learn about different cultural and personal contexts. The institution's learning framework defines children as competent members of society and uses play to convey contemporary societal issues, challenges, and concerns -- local cultural history and heritage, along with living realities and social, economical, and environmental connections and interdependencies. Barnemuseet i Midt-Troms has designed, developed, and implemented a suite of age-appropriate interactive hands-on and digital play opportunities, based on well-coordinated home to institution and actor relationships and adapted to specific regional needs and situations. The place-related practices and play activities are an important part of the social service fabric of the region, providing critical play opportunities – a more child-friendly region. Of vital importance is making the joy and value of play, and its connections to learning and well-being, visible to parents, local leaders and decisionmakers in the region.

Keywords: pedagogy of play in museums; facilitating children's free time, education and entertainment; research and practice cooperation.



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21. GLOBALE BØRN I EN DIGITAL VERDEN - Den næste pædagogiske udfordring

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Dette abstrakt handler om hvordan børn og pædagoger i børnehaver kan bevæge sig ud på internettet og undersøge og bruge kommunikations- og produktionsværktøjer kreativt.

Abstraktet baserer sig på 35 års forløb, udviklingsprocesser og forskningsprojekter med børn og pædagoger i børnehaver og indskoling både lokalt, nationalt og internationalt. Det har skabt en baggrund for både at kunne beskrive en eksisterende praksis og spørge til en fremtidig praksis med kunstig intelligens, globale forbindelser og hvor skellene mellem analogt og digitalt, lokalt og globalt, kultur og pædagogik og endda mellem børn og voksne ser ud til at forandre sig (Thestrup, 2022a).

Det er et pædagogisk valg med store konsekvenser og muligheder, hvordan en børnehave forstår og anvender digitale medier, digitale teknologier og fortællinger i den almindelige dagligdag og i små projekter. Hvordan kan børn få mulighed for at lege, eksperimentere, kommunikere og fortælle med software og hardware (Knudsen & Thestrup, 2022; Culpepper & Gauntlett, 2020)? Fokuserer pædagogerne og producenterne bag software og hardware på netop disse kvaliteter (Livingstone & Pothong, 2022)? Hvordan kan en legekultur, som er både lokal og global understøttes i den enkelte børnehave (Pedersen, 2020; Thestrup, 2022b)?

Potentialet er, at børn og pædagoger kan i deres dagligdag blive til en gruppe af mennesker, der vil undersøge, fortælle og vise noget til børnehaven selv på den indre kulturelle arena og verden udenfor på den ydre kulturelle arena. Som udfolder en fælles pædagogisk kultur baseret på at skabe sammenhænge, vælge til og vælge fra og stille krav, når det er nødvendigt.



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22. Barnehagebarns multisanselige møter med samiskinspirerte lekeinstallasjoner

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I denne presentasjonen utforsker vi barns multisanselige møter med samiskinspirerte lekeinstallasjoner i en barnehage i et urbant område av Sápmi. I prosjektet «Nordlige hager/Gárbbis», er det utformet et utemiljø i barnehagen med innovative referanser til sjøsamisk kultur. Prosjektet har mål om å bidra til synliggjøring av samisk mangfold i barnehagens uteområde ved å skape et utemiljø med lekeapparater som gjenspeiler det lokale kultur- og naturlandskapet. Konkret er det utviklet to lekeinstallasjoner med utgangspunkt i nordlandsbåten/gárbbis. I utforming av de eksperimentelle lekeinstallasjonene er tradisjonelle byggeteknikker fra nordlandsbåten/gárbbis kombinert med nordsamiske byggeteknikker fra jordgammen/goahti. Det kunstnerisk uttrykket symboliserer sameksistensen mellom kulturene på akkurat dette stedet, med bruk av lokale materialer og byggeteknikker. Gjennom et deltakende forskningsdesign utforsker vi hvordan språkpraksiser, lek og aktiviteter skapes i møtene mellom barnehagens aktører og lekeinstallasjonene. Barnehagebarna har fulgt deler av byggeprosessen, og fått mulighet til å observere og dokumentere gjennom tegninger og GoPro- kamera. Fokus på `møtene` er et bidrag til å belyse hvordan barns språklige og kroppslige væremåter skapes i relasjon med fysiske og sosiale omgivelser. Vårt relasjonelle perspektiv er inspirert av urfolksfilosofi, hvor språk, kunnskap, og ferdigheter vokser frem og utvikles i relasjon med lokalt naturlandskap.



23. Multilingual children's mathematical engagement with apps

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Although research focussing on the use of digital apps to support mathematical engagement is scarce, studies suggest that apps whil learning at the forefront are often used in early childhood education. Children using these apps might not teach learn what one might expect them to, as they are often designed in a way that will motivate children to guess their way to the right answer. Studies also suggest that open sandbox apps can engage children in mathematical activities and support different languages. Supporting children's different home languages can be a difficult challenge to overcome for teachers who do not share their languages and using digital aids might be a way to do it. This presentation focuses on multilingual children's mathematical engagement with apps. Mathematical engagement is here defined by Alan Bishop's six mathematical activities: counting, measuring, locating, designing, playing and explaining. Helenius et al.'s elaboration of mathematical play is used to connect mathematical play to the play of children. Multilingual children's interactions with apps have been video recorded in natural settings in a kindergarten. The findings show that playful apps that support exploration and play promote the children's participation in mathematical activities, while apps that aim to provide a formal learning structure, seem to promote neither play nor mathematical activities. The results suggest that replacing the notion of the playing-learning child with the playing-exploring child in the context of digital apps might lead to more mathematical engagement when using apps.

Keywords: digital apps, mathematical play, multilingual, ECEC



24. Characteristics of spontaneous multiparty conversations about natural science topics between children and a pre-service kindergarten teacher

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The study was done as a part of my Ph.D. work in the Erasmus+ project Science Talk in Teacher Educations where the goal has been to develop methods for strengthening pre-service kindergarten teachers in their ability to lead exploratory everyday conversations about scientific topics. The material was gathered through field recordings of pre-service kindergarten students in outdoor kindergarten situations, where natural science was a topic. The chosen conversation is involving a group of five-year-olds and a pre-service kindergarten teacher on a beach nearby their kindergarten. The paper will show and explain an initiative-response analysis of a transcript where the student communicates with children about science topics in an everyday outdoor setting. The paper investigates the question "What are the characteristics of spontaneous science conversations that occur between an adult and several children?". The findings show that the weak didactic framing leaves room for the children's agency in both play and exploratory scientific conversations. It seems that short but focused responses, both verbal and non-verbal, make it possible to follow up on several initiatives and that the children also further develop each other's input in the science conversations. The sequence shows that the context, tone, and body language used around questions are important to study, rather than recognizing so-called open-ended and closed questions. This shows that the open-question discourse that often characterizes the kindergarten field needs to be nuanced and that other factors can be just as important to facilitate exploratory emergent scientific conversations.

Keywords: multiparty conversation, emergent science, agency, exploratory conversations



25. The Meaning of Narratives in Young Children's Aesthetic Practices

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Much recent research into the aesthetic practices and art-encounters of the youngest children highlights the importance of the non-symbolic sensory and bodily aspects of these encounters. In this abstract, we choose a different position seeing aesthetics as language (Dewey, 1980) while investigating the significance of narratives and aesthetic symbols for the 2-4 year old children's participation in co-creative practices with the associated pedagogues and artists. The investigation is based on our research project "Børnekulturstafetten" (2022). Here, more than 300 children dived into the world of play, drama, music and visual arts during a workshop period of six weeks.

Methodically, we worked with participatory observations retained in practice-narratives, photos and videos. These observations were supplemented with qualitative interviews with participating pedagogues, daycare workers and artists. Subsequently, we analyzed the empirical findings through a thematic analysis and collected the material in an impact evaluation. Throughout the process we used an appreciative inquiry approach and full anonymization of all participants.

The research's impact evaluation shows that the children's participation and democratic right to self- and co-determination was strengthened when the initial narratives were further developed through aesthetic expressions and play. At the same time, it appeared that the artists and educators used the common narratives and aesthetic expressions as a bridge in the co-creative practices of the different professions.

The results of the research point to a new-orientation in relation to the importance of narratives in the smallest children's art- encounters and aesthetic practices.

Keywords : art, aesthetic practice, narratives, drama, music, visual art, play and participation



26. Barnehagelæreren som medforsker

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Abstract

En sentral utfordring for dagens utdanningsforskning er å bidra med kunnskap som oppleves som relevant for både UH-sektoren og praksisfeltet. For å imøtekomme denne problemstillingen satses det nasjonalt og internasjonalt på samarbeidende forskning, men slik forskning er fortsatt relativt ny og det er nødvendig å se nærmere på de ulike aktørenes erfaringer med slikt arbeid.

I dette symposium løfter vi frem erfaringer og læringspunkter fra et tverrsektorielt utviklingsprosjekt kalt Barnehagelæreren som medforsker – et forsknings- og innovasjonsprosjekt for utprøving av et eksplorativt forskningsdesign for kunnskapsutvikling i barnehagesektor (RRFVEST – 305594). Prosjektet bygger på en idé om at man gjennom partnerskap mellom barnehager og UH-sektoren kan styrke barnehagens eget arbeid med barnehagekvalitet samtidig som man utvikler ny og aktuell kunnskap. I utviklingsprosjektet har barnehagens personale og forskere arbeidet sammen i en serie med verksteder og mellomarbeid. Fokus har vært utvikling av leke- og læringsmiljøet og foreldresamarbeidet.

Et viktig læringspunkt i prosjektet har vært at mye læring finner sted gjennom samskriving om arbeidet som er gjort. I prosjektet har barnehagepersonale og forskere samskrevet en bok for publisering. Selve skriveprosessene er blitt forstått som kollektive kunnskapingsprosesser, og vi har erfart at det å skrive sammen tydeliggjør, avslører og skaper kunnskap, kompetanse og forståelse.

Gjennom en introduksjon og presentasjoner fra tre barnehager gir symposiet et innblikk i prosjektet og barnehagenes utviklingsarbeid. Vi deler erfaringer fra prosjektet og diskutere viktige læringspunkter knyttet til barnehagelæreren som medforsker.



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27. The Nordic Model of Exploration in Early Childhood Education: Interim findings from A Systematic Review

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The rationale for our study is to explore the tension between the Anglo-Saxon problem and the down schooling process and whether there is a child-centred mode of exploration in pedagogy to be found in Nordic early childhood research. Even if there are similarities in ECEC education curricula across the globe (Hu & Ødegaard, 2019, Wollon, 2000), there are differences along the line of Anglo-Saxon and Nordic curricula and practice. We present the interim findings of a systematic review of the literature from a Nordic context. Our study seeks to answer the following research question: How does the Nordic research of ECEC define, understand, and operationalize the notion of exploration? Is it about research methods, is it theoretical, is it practice? This study followed the methodological approach for systematic literature reviews recommended by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) to provide robust evidence of the studies. The inquiry incorporates a search in three international research databases and is supplemented with a hand search in the NB -ECEC database and Google Scholar. Preliminary Findings are 1) The research landscape is dominated by the cognitive sciences and the Anglo-Saxon paradigm, placing exploration at the centre of a child's learning and behaviour. 2) There is a plethora of BA and MA theses on the topic of exploration in ECEC in the Nordic area. However, very few high-quality peer-reviewed studies indicate that the field is still in its infancy.



28. The where, how, why, and who of movement, play and exploration in Kindergartens in Norway – a guided tour by children and teachers

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This presentation reports on the first qualitative study conducted within the interdisciplinary research project “Move-play-explore in early childhood education (MoveEarly)”. MoveEarly aims to provide a counterbalance to ongoing schoolification of early childhood education and care (ECEC) (Bingham & Whitebread, 2018), by studying the nexus of movement-play-exploration and designing responsive ECEC didactics intertwining these core elements. This study aims at capturing teachers’ and children’s experience and understandings of the move-play-explore nexus in different ECEC settings in Norway using Guided tours.

Guided tour is a participatory research technique (Everett and Barrett 2012, Thomson 2018), in which participant(s) are positioned in the roles of experts who guide the visiting researcher around a space that is familiar and meaningful for them. Video and audio recordings of such tours document different understandings of the nexus represented by the children, and the ECEC staff in “local ecologies” indoor and outdoor (Heath, Hindmarsh et al. 2010). The follow-up interviews will focus on dialogical in-depth understanding of the video material.

Four guided tours will be conducted between January – May 2023 in 2 rural and 2 urban ECEC settings. In each setting 5 children aged 4-6, and 1-2 staff members will participate. Their “task” during the tours will be to show the researchers where, how, why, and who they move, play and explore. The guided tours study will be conducted in line with international ethical guidelines, and acceptance of Norwegian Agency for Shared Services in Education and Research.

Drawing on preliminary results, this presentation will discuss how teachers and children understand the move-play-explore nexus.



29. Child Studies Multiple: Contemporary Character Analysis of Matilda and Wednesday Addams

Amina Ally

NTNU, Trondheim, Norway

Recently two remakes have dominated Netflix viewership, and at the center of these remakes are two young girls who have historically been iconic child figures, Wednesday Addams and Matilda. *Wednesday* (2022) adapted from the 1930s Addams' Family cartoon was released on Netflix. It was the third most viewed show on the platform with 115 million households watching the series within the first two-weeks of its release. *Roald Dahl's Matilda the Musical* (2022) a remake based on the book published in 1988 was the number one family movie in over 88 countries upon its release.

Anna Sparrman (2019) brought forward the notion of the child studies multiple, a call to analyze child figures as highly complex, creative, and nuanced. This paper considers how the two contemporary representations of child figures *Wednesday Addams* and *Matilda* can be examined through the concept of multiplicity. This paper examines how these child figures have evolved historically and are important in how they reflect our current socio-political and cultural landscape.

A multimodal analysis of music, images, and context of key scenes from both media sources will be conducted. Other theoretical perspectives this inquiry will draw on are Rebecca Coleman's (2008) work on the becoming of bodies in understanding the effect of media images, and the emergent post-feminist sensibilities described by Rosalind Gill (2017). A key aspect of this paper will be examining how these remakes challenge expectations of post-feminist sensibilities, which is interesting to consider through the analysis of child figures in contemporary children's media.



30. Barns møte med kunst i det offentlige rom

Tona Gulpinar

Oslo Metropolitan University, Oslo, Norway

Mønstre som oppstår I møte med kunst i det offentlige rom

Background: Verket jeg viser til I denne sammenhengen, Be Extended: Oslo, er en sosial skulptur på 16 tonn som lå på Kontraskjæret i Oslo. Skulpturen er et resultat av kunstnerisk utforkningsarbeid som har utviklet seg i møte med stedet. Møtet med skulpturen kan for mange være et «her og nå»-møte, ettersom det er en skulptur som en tilfeldigvis går forbi. I det skulpturen blir flyttet ut av galleriet inn i det offentlige rommet, får det andre betydninger og muligheter, spesielt gjennom muligheten for interaksjon og utforsking.

Aims: Er å se hvilke mønstre som oppstår når barn og voksne møter en sosial skulptur i et offentlig rom.

Methods: Gjennom observasjoner av verket i møte med stedet, har jeg tegnet ned de bevegelser barn og voksne gjør i møte med verket og stedet. Observasjonene er lagt over hverandre i et tegneprogram for å kunne se om disse danner et mønster.

Results and implications for practice: Tegningene viser at barn og voksne inntar stedet og den sosiale skulpturen i ulike mønstre. Mønstrene gir en indikasjon på at kunst i det offentlige rom kan gi barn muligheter til å møte kunst på egne premisser, ettersom barnet selv kan velge tilnærming til verket uavhengig av hvem som tar de med i møte med verket og stedet. Denne tilgjengeligheten gjør verket til en arena hvor sosial ulikhet kan utjevnes, ettersom det er tilgjengelig for alle. Det handler om å transformere sansene våre i et fellesskap, ettersom disse vil ha innvirkning på hvordan vi kommuniserer i samfunnet (Rancièrè, 2012b).

Nøkkelord: barn, mønstre, sosial skulptur, kunst i offentlig rom, sosial utjevning



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31. Playing with darkness: the sublimity of darkness in picturebooks

Susanne Ylönen, Marleena Mustola

University of Jyväskylä, Jyväskylä, Finland

Darkness intrigues, promises mysteries, provides anonymity and creates atmospheres of both safety and danger. As such, it is a source of the sublime. This presentation uses Edmund Burke's separation of the beautiful and the sublime as a starting point to analyze affective differences in the presentation of darkness in picturebooks. Combining affect theory with a semiotic reading of a selection of North American and European picture books dealing with the fear of darkness, we ask "How is the sublimity of darkness transmitted in picturebooks that discuss the fear of darkness?" Our analysis shows that some books seek to transmit the awesomeness of darkness, while many seek to curb its frightening sublimity via familiarity, anthropomorphism, cuteness, and humor. By choosing these various representations, picturebooks create landscapes of play that adhere, variously, to discourses of risk, protection, and/or agency.

Keywords: darkness, sublimity, picture books, affect



32. I packed this myself: Children’s imagined geographies in a suitcase

Kemal Ahson, Kristiina Kumpulainen

University of Helsinki, Helsinki, Finland

For Edward Said, how we imagine people and places helps shape our understanding of the environment we live in. Critically, it also defines ourselves. These ‘imagined geographies’ are both personal and social and have a real impact on our lives. For children, such imagined geographies – for example, in the names they give to places or the literatures they read – matter. Considerable effort has been put into (ecological) pedagogies that improve access and encourage agency among children. Exploring children’s imagined geographies can further enhance our understanding of their perceptions, fears and fantasies about play, place and landscape. It also provides sites for interaction and intervention as how they structure their understanding of the world helps shape their actions. Here participatory art-based practices and tools have been used as a means for children to encounter otherness and diversity. They also have been used as a qualitative research method to provide a rich layer of – often visual - information that can complement ‘textual’ data, and to engage with the experiences of children’s voices in society. In this paper we reflect on some of the opportunities and challenges of adopting participatory arts-based practices and tools in child-centric qualitative research on imagined geographies. We use the example of trying to apply a specific arts-based activity in a nursery class of 6-7 year olds in Helsinki (which involved them drawing and cutting out small cardboard suitcases and their contents) to the more general reality of research paradigms. This example, drawing from the intersection of our own experiences in participative art projects and qualitative research in pedagogy, points to the different ways in which these practices frame the data gathered from and about children.

Key words: Edward Said, Children, Imagined Geographies, Suitcases



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33. Exploring democratic sites and issues through artistic action with young children: *How to engage young children in democratic issues through situated educational drama when visiting a Courthouse?*

Sylvia Linda Rios

Høgskulen på Vestlandet, Bergen, Norway

One of the values of significance in the formation of our culture is the view on democracy, and how this is played out in our society. We might ask; who is included in this society? Who has been given a voice, and how do society listen? What about the law, - and judiciary system? How do our laws protect and give justice to all within a democratic state? What about children's values and rights as citizens of a society?

The presentation is based on an unpublished essay (Rios, 2022) that looks at the research question in relation to the program *The court is in session* (Norwegian: *Retten er satt*) situated in Bergen Courthouse. The program invites young children (age five) to explore complex democratic issues using the tools of educational drama. It is a site-specific process drama, meaning that artistic action takes place within the Courthouse physical space itself.

In engaging young children in democratic issues when visiting a Courthouse, I found that the quality of engagement depended on the sense of *shared aesthetic experience* and *becoming we*.

The court is in session started in 2014 and was a part of Children Culture House, Bergen municipality's contribution to the celebration of the 200th anniversary of the Norwegian constitution. The program is developed through a collaboration between Architect-/Art-historian Elisabeth Slaattelid and Art-Culture facilitator/ Drama pedagogue Linda Rios. The program was granted access to the Courthouse through a cooperation with Bergen Courthouse, Nordhordaland tingrett and Statsbygg.

Keywords: Site-specific process drama, aesthetic action, exploration, democratic issues.



34. The Child's Realism: A Playful and Artistic Mode for Young Film Interpreters

Malena Janson

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This paper will discuss the form, function, and implications of the cinematic mode that I have named *the child's realism*, suggesting that it constitutes a kind of psychological realism, related to both Tarkovsky's 'dreamlike realism' and McCallum's 'magic realism', that has the potential to challenge and strengthen the young audience's creativity.

The use of this mode grew strong as a new way of mediating the child's perspective in Swedish children's cinema during the 1970's, and has been used occasionally ever since. Films such as *Mamma, pappa, barn* (1977), *Nature's Warrior* (1997), and *Siv Sleeps Astray* (2016), are told almost entirely from the child protagonist's subjective perspective, with the consequence that the story is so-to-speak distorted by her/his perception of the world.

By carrying out film analyses of the form and the content of Swedish children's films from different eras, the expected outcomes of this paper are that the child's realism signifies i) a great trust in the child audience as competent and capable persons and film interpreters; ii) an idea of children's cinema as an art form rather than a fostering tool.

Theoretically, the paper will be profoundly inter- and transdisciplinary, combining theoretical concepts from cinema studies, children's literature studies, and childhood studies. This generates a fruitful approach for the study of the complex aesthetics of children's cinema.

Keywords: children's cinema, Swedish Children's film, the child's realism, child perspective



35. Pedagogisk dokumentasjon av grenseobjekter skapt på tvers av barnehager i overgang barnehage-skole med naturlekeplass som felles arena

Marta Skandsen

Norlandia Valhall barnehage, Oslo, Norway. OsloMet, Oslo, Norway

Prosjektets område nordøst i Oslo er preget av passiv forbruk av digitale medier, store forskjeller i norsktalende språkferdigheter hos barn og med mindre interesse for naturmiljøet. Her utfordres prosessen for brobygging i barns overgang fra barnehage til skole. Gjennom å la barn leke seg til kunnskap om naturen ved bruk av digitale verktøy, vil barna kunne utvikle interesse for nærmiljøet og skape sammenheng i overgangen.

Målet med prosjektet er å skape et organisk utviklingsmiljø i form av naturlekeplass som bidrar til barns subjektskapning med gruppe som andre pedagog. Prosjektet skal forsøke å skape et felles miljø som støtter barnas forberedelse til skolen gjennom tankegangen at barn <<blir til>> med nye væremåter i relasjon til de mulighetene et miljø representerer.

Målet oppnås ved tilrettelegging av området gjennom etablering av lekeplassen i samarbeid med Bymiljøetaten. Deretter fordeling av oppgaver under bygging og involvering av både ansatte og barn fra ulike barnehager i nabolaget i prosessen.

Forventet resultat er etablering av delingskultur på tvers av barnehager og skoler rundt bruken av lekeplassen. Informasjonen blir brukt til å lage en 'naturavis' som tar utgangspunkt i det barn viste interesse for på turene. Fokus under observasjon av interesse er varierte uttrykk blant barn som har utfordret utgangspunkt i å uttrykke seg. Artiklene er forsøk til å gi svar rundt det barn kunne lure på og bidrar til kollektiv læring. Avisa i laminert papirversjon legges ut på lekeplassen hver andre uke.

Nøkkelord: grenseobjekter, overgang, samarbeid og sammenheng



36. Lekearv som Kulturarv? Ødelagte steingjerder og smuldrende lekehus

Tassy Ellen Thompson

Universitetet i Sørøst Norge, Notodden, Norway

Normativt sett er barn og unges deltakelse i utformingen av landskap begrenset til det som skal bygges, av de voksne, men det er for ofte lite oppmerksomhet mot det som allerede er bygget av barn. Denne artikkelen tar for seg verdssystemene som kategoriserer landskapstrekk i forhold til hvem eller hva som skapte dem. Denne studien fremhever behovet for hvordan vi ivaretar og verdsetter tilstedeværelsen av barns lek som en del som en grunnleggende etisk praksis. Målsettingen er å bidra til forskning i konteksten av barns rett til å ytre seg under UNCRC artikkel 13 og 31.

Forfatteren foreslår begrepet barns eget bygde miljø som 'lekearv' i sammenheng med barns rett til uformell lek og materiale. Hva forfatteren kaller lekearv står i kontrast til industriellearv og landbruksarv. Denne studien utforsker barns lekelandskap ved å bruke tilnæringer som er felles for dokumentasjon av arv.

Denne studie er en del av et doktorgradsprosjekt om menneskers forståelse av landskap og lek. Forskingen er basert på en relasjonell, ny materialistisk onto-epistemologi og en dyp kartleggings metodikk. Data ble laget av kvalitative, multisensoriske metoder over en toårsperiode. Studien er lokalisert til en urban skog i en norsk forstad og et tidligere landbrukslandskap. Engasjement i landskapet kartlegges i video og foto av bygget form og 'spor etter lek' og tilstedeværelse. Plasseringen av studien er anonymisert for å verne om identiteten til mennesker og mer enn mennesker.

Nøkkelord: Landskap, etikk, byutvikling, barns rettigheter, barnekultur



37. Constructing agencies and subjectivities within a digitalized childhood (Working title)

Øyvind Næss

Høgskolen i Innlandet, Elverum, Norway

The presentation can be held in either Norwegian or English, depending on what suits best.

Working title: Constructing agencies and subjectivities within a digitalized childhood

Digital materialities and internet connectivity are constitutive parts of contemporary childhoods. In Norway, where research for this paper is being conducted, 97% of 9–18 year olds have their own mobile phone and 70% have their own PC (Medietilsynet, 2020). In this paper I aim to conduct a critical examination of the interaction of the material, the social and the normative within the digitalization of childhoods. More specifically, I will explore how the emerging subjectivities of children are being produced through encounters with both human and non-human entities linked to this constitutive digitalization. For this purpose, I draw on ethnographic fieldwork with a small sample of 9-13 year old children.

The paper is grounded in New Materialism and inspired by recent insights from Science and Technology Studies. By critically examine both what kind of ‘work’ non-human actors do and what effects they produce, this paper offers highly relevant insights for the field of practice.

Expected findings: The paper is explorative and based on ongoing research. As a preliminary result, I will elucidate how the digitalization of childhoods are co-produced by the agentic qualities of digital materialities and discourses rooted in a generational positionality. As an expected result of this work, I will consider wither or not the digitalization of childhood can be seen as much a result of parents needs for keeping children occupied and accounted for as it is a result of commercial agents such as technology companies and gaming platforms pulling children towards spending time on digital devices.



38. ”Og jeg tænker også at der er en masse kultur - børnekultur - som går tabt.” – Hvordan organisering efter alder i børnehaver kan tænkes at påvirke børnekulturen

Lisa Annika Brandt

Universitetet i Agder, Kristiansand, Norway

Dette paper opstår i forbindelse med et selvstændigt forskningsprojekt ved navn ”Aldersheterogene og aldershomogene grupper i børnehaven”. Projektet stiller sig nysgerrigt til organiseringsformer som fremstår som alternativ til den mere almindelige todeling i småbørn- og storbørnsafdelinger. Projektets overordnede mål er at blive klogere på hvilke faglige argumenter som ligger til grund for organisering i f.eks. familiegrupper og aldersinddelte grupper, samt hvordan disse organiseringsformer kan tænkes at påvirke børnehavebørns hverdag og barndom.

Der er blevet gennemført en række kvalitative interview med norske og danske pædagoger der arbejder i familie-/aldersinddelte grupper. Fund herfra har ført til videre drøftelser forankret i begrebet børnekultur. Pædagogerne fra familiegrupperne beskriver blandt andet, hvordan de mener at deres organiseringsmåde giver de mindste børn adgang til de større børns leg og kultur, og hvordan de ældste børn aktivt indtager en rolle som kulturformidler. Samtidig fortæller pædagogerne fra de aldersopdelte grupper, hvordan denne organiseringsform giver mulighed for at dyrke mere aldersspecifikke interesser og væremåder.

Pædagogernes refleksioner over begge organiseringsformer blotlægger, hvordan børnenes egen kultur i stærk grad påvirkes af institutionens organiseringsform. Mens der kan tænkes at være stor værdi i at give børnene anledning til at dyrke mere aldersspecifikke interesser med jævnaldrende, kan en stigende tendens til organisering efter alder – på lig linje med skolen – også frygtes at formindske den kulturformidling, som sker på tværs af aldre.

Nøgleord: alder, organisering, institutionalisering, leg, kulturformidling



39. "Revitalizing Play and Play Environments in Greenland"

Ivalo Arnfjord

University of Greenland, Nuuk, Greenland

The point of departure of this paper presentation is in the preliminary findings from the initial data treatment from fieldwork from three Greenlandic municipal day-care institutions. The presentation explores the concept of the environment as a third teacher and how the pedagogical staff and children adapt to and use these environments. The primary data is interviews with staff and stakeholders, observations of children at play, and children and staff interaction in the day-care institutions.

Research on early childhood education in Greenland is deficient, and this study explores how physical environments interact with the pedagogy and different forms of play. Play environments are physical environments, places, areas, and resources that shape the possible type of play. The aim of the presentation is twofold. Firstly, to unpack the research findings and give participants backstage insights from the data. Secondly, the aim is to gain participant insights and feedback concerning the initial findings and help to make sense of them.

Amongst others, the preliminary findings indicate the following:

The physical environment (inside & outside) serves as a third teacher providing a framework for play.
The staff approach the environment unreflectively when recognising its role in shaping play.
A lack of clarity about communicating 'values' through play environments.
Poor utilisation of play environments by staff.

Keywords: Play, play environments, Day-care institutions, Greenland, fieldwork.



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40. Children’s reading habits: From the perfect book to social engaging reading environments. How a socio-material understanding of leisure reading and playful child-centred methods can inform practice

Lene Tanggard, Feder Karen, Lyndgaard Maria, Helle Marie Skovbjerg, Pia Viuff Schytz

Design School Kolding, Kolding, Denmark

Children’s leisure reading is declining (Lund & Skyggebjerg, 2021). To prevent this decline, Kolding Library, four PLC’s (Pedagogical Learning Centers), Design School Kolding’s Play Lab, and University of Southern Denmark entered a collaboration funded by the Danish Agency of Culture and Palaces. Play Lab did the preliminary research using playful child-centred methods (Feder 2020) to gain insight into the children’s perspectives on leisure reading. The goal was to conceptualize design guidelines to designers and artists to make prototypes for the libraries to enable children’s reading engagement and easier usage of the systems at the libraries. The child-centred methods informed the project about the children’s perspective on leisure reading, and we found that leisure reading as concept could be informed by a socio-material perspective where reading is understood as a socially engaging, cognitive and creative process involving materiality (Tanggaard, 2013; 2016). The children understood leisure reading as: “twenty minutes a day” based on guidelines from school. The goal-oriented, functionalistic, approach in school affected the interaction between the children and libraries. The children were concerned with materiality such as “cave”-like, soft, and calm environments and of being together with peers, sharing their reading experiences. When viewing leisure reading as a socio-material process it stresses the connection between the arenas of children and the continuity between school and library. The child-centred approach allowed new perspectives on what was presumed to be “the problem” e.g., from finding the right book to creating reading environments where children can be together with peers beyond twenty minutes.



41. Medier- og populærkultur i det barnekulturelle fellesskapet i barnehagen

Johanne Rimul

Dronning Mauds Minne Høgskole, Trondheim, Norway

Phd-studien har som hensikt å utforske hvordan medier- og populærkultur kommer til uttrykk i det barnekulturelle fellesskapet i barnehagen, og i dialog med barnehagens pedagogikk. Nye teorier peker på at barn er aktive og kreative i sin fortolkning og bruk av mediene, og studien søker å forstå interessen for medier- og populærkultur ut i fra barns perspektiv.

Avhandlingen (under arbeid) skrives som monografi, og denne teksten fokuserer på en del av avhandlingen, som utforsker medier- og populærkultur som en del av barns kultur i barnehagen. Barns kultur er her forstått som (re)produksjon, hvor kultur ses som en meningsskapende praksis i barnas hverdagsliv.

Datamaterialet er innhentet gjennom feltarbeid i en barnegruppe med barn i alderen 4 til 5 år. Hovedvekt er på barns perspektiver, gjennom delvis deltakende observasjon. Intervjuer med ansatte og foreldre bidrar inn i fortolkningen.

Analysen synliggjør mediene i barns kultur som en del av å høre til, og som en viktig ressurs for barn i møte med jevnaldrende. Barnas interesser for mediene ble synliggjort i lek, samtaler og ulike fellesskapspraksiser. Kunnskap om medietekster, og bruk av spin-off produkter, fortolkes som en måte å vise smak og tilhørighet på, blant annet til egen aldersgruppe. Barna hadde ikke alltid førstehåndserfaring med medietekstene for å delta, men fikk kunnskap om medietekster fra hverandre, ofte gjennom lek.

Studien kan bidra til kunnskap og nyansering av betydningen medier- og populærkultur har for barn, og til å anerkjenne (de nye) mediene som en integrert del av barnekulturen.

Nøkkelord: Barndom, medier, populærkultur, barnefellesskap



42. Children and music fandom in Finland - An intergenerational perspective

Janne Poikolainen

University of Helsinki, Helsinki, Finland

As a phenomenon, popular music fandom has traditionally been associated with young people and youth culture. Recently, however, both researchers and the media have become increasingly conscious of a fundamental change in this age-related linkage: music fandom has started to lose its former character as a distinctively youth cultural phenomenon, expanding into the realms of adulthood and childhood. Yet previous research on the changing age structure of fan audiences has focused mostly on ageing fans, ignoring the fact that music fandom has become an important part of the contemporary children's culture, as well – in Finland, for example, 31 percent of 7–9-year-old children identify themselves as music fans (Poikolainen 2021).

My paper aims at bridging the aforementioned scholarly gap by studying music fandom among Finnish children from the perspective of intergenerational fan practices and familial cultures of music consumption. The paper focuses particularly on the flows of fan cultural capital between family generations, as well as on the intergenerational cultural experiences provided by shared fandom. The paper is based on recent interviews of child fans of various popular music artists, and, to a lesser degree, related quantitative data collected in 2020. The findings indicate that fan cultural capital (e.g. musical influences and fan knowledge) is transmitted reciprocally between parents and their children, and that fandom may grow into an important family practice, offering collective joy and empowerment for both generations. Moreover, the results underline the need for recognition of children as active and influential agents within fan cultures.

Key words: children; popular music; fandom; intergenerational consumption; families



43. Approaching Play in Schools through the concept of Play Order

Helle Marie Skovbjerg, Anne Lene Sand

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In Nordic research about play, play in schools is under explored and developed (Møller et al. 2019; Øksnes & Sundsdal, 2021). Based on a number of design experiment (Jørgensen, Skovbjerg & Eriksen, 2021) from a larger fieldwork among children between 6-9 years old in a Danish school setting, this presentation develops the concept of play order as a way to understand play situations in school in a sensitive and nuanced way (Sutton-Smith, 2021; Skovbjerg, 2021; Sand et al. 2021). With the concept of play order (Skovbjerg & Sand, 2022; Skovbjerg, Jørgensen & Sand, 2022) we will show the following: Play situations are constituted and constituting actions of play; the actions of play are not owed by the individual players, instead the actions come from the play order; materials can support the constitution the actions of play; pedagogues can support the play order by noticing the actions of play based on the play order using the materials, and by making those actions as transparent as possible for all children. And those play orders must be seen as entangled with the school context and not something that takes place outside schooling. The main contribution of this presentation is to show how play, conditions for play and materials for play become core values for schooling, and that the implication might be that pedagogues and teachers have to approach play as a core practice that they have responsibility for caring about.

Keywords: Play, school, materials, pedagogues, design-based research.



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44. Være og lære med hele seg. Estetiske aktiviteter og prosjekter i barnehage og skole

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Med min avhandling ønsker jeg å bidra til å belyse barn og læreres erfaringer og perspektiver knyttet til estetiske aktiviteter i barnehagens siste år og skolens første år, med målsetning om å legge til rette for en best mulig skolestart. Estetisk tilnærming i tilrettelegging for- og i forståelse av barns aktiviteter i barnehage skole, støttes av teori fra blant annet Dewey (1934). Identifikasjon av pedagogiske essenser og arbeidsmåter i barnehage og skole, kan bidra til overgangskulturer knyttet til læring og aktiviteter, hvor kontinuitet i arbeidsmåter kan gi barnet møter med noe kjent selv om rammene og relasjonene endres (Frisch, 2021; Akkermann & Bakker, 2011). Tidligere forskning på overgang til skolen vektlegger undervisningsmetoder preget av barns kultur, med barns perspektiver som viktige (Peters, 2010; Einarsdottir, 2011). Metoder i henhold til Reggio Emilia-tradisjoner kan representere bidrag til ny innsikt i denne sammenhengen (Schneider et.al., 2014). Videre løftes teori knyttet til kreativitet, fantasi og multimodalitet (Selander & Kress, 2015, 2018; Cope & Kalantzis, 2009). Perspektiver på didaktisk design (Østern, Selander & Østern, 2019) og sosiokulturell teori (Vygotsky) bidrar til kontekstuell innramming. Studien baseres på observasjon og samtaler med 5-6 år gamle barn i barnehage og skole, i tillegg til intervjuer med lærere. Mosaikk-tilnærming anvendes som metodisk grep, og tematiske analyse støttes i et fenomenologisk perspektiv. Jeg forventer å oppnå kunnskap om forståelser av barns læringsprosesser, hvor funnene kan gi kunnskap, felles forståelse og en praksis knyttet til aktiviteter i barnehage og skole i overgang til skolen som gir rom for hele barnet.



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45. Lekende lærere i barnehage og skole

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Bør lærere delta i barns lek, og i så fall hvordan? Dette spørsmålet er sentralt i vårt forskningsprosjekt om læreres deltakelse i dramatisk lek i barnehage og skole. Vi undersøker hvordan lærere kan delta i lek når målet med deltakelsen ikke er læring eller noe annet enn lek, men når selve leken er målet. Forskningsspørsmålet vårt er: hvordan kan barnehagelærere delta i dramatisk lek på måter som inspirerer til mer lek? Vi er opptatt av forholdet mellom kunst og lek, dramatisk lek og improvisert teater, og er inspirert av forskning på interaktivitet og deltakelse i scenekunst for de yngste. Vi har brukt kvalitative forskningsmetoder og intervjuet lærere, barnehagebarn og skolebarn, observert lærere og barn i lek, og selv deltatt i lek med barn. Viktige resultater i studien er at det å delta i lek krever kompetanse i selve uttrykksformen dramatisk lek, og å kunne improvisere med barna i leken. Improvisasjon åpner opp for måter å delta på hvor lærere kan være aktive og komme med innspill i leken uten å styre eller bestemme. Ved å improvisere kan lærere og barn kan skape lek sammen. Studien får frem både dilemmaer og magiske øyeblikk og at det å kunne leke kan være en vesentlig kompetanse for lærere. Lekende lærere kan være en del av en pedagogikk for mer lek.

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Nøkkelord: dramatisk lek, læreres deltakelse, improvisasjon



46. (Im)mobilities of early locomotor babies: navigating pathways of movement in ECEC

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Babies' mobilities account for a spectrum of acquisition and affordance of bodily navigation across spaces enmeshed in historical and sociocultural dynamics of contexts of development and conviviality. Though the fields of developmental psychology and early childhood education champion babies' achievement of bodily exploration and self-mastery, the sociocultural complexities and tensions underlying provision, encouragement or even impediment of infants' (loco)motor autonomy in institutional settings remains largely unproblematized. Henceforth, this paper explores how (im)mobilities of pre-locomotor and newly locomotor babies (6-10 mo.) are negotiated according to relational, cultural, and environmental factors semiotically instilled in institutional ECEC settings. Drawing on multiple case studies in the Brazilian context, the microgenetic analysis accompanies the history of focal babies' active postural change and locomotion across their initial attendance in ECEC. The findings indicate that spatial organization and the observed practices seemed to favor and expect upright postures, active stimulation guaranteed by the direct action of the adult, and the spontaneous engagement with a rich environment. However, this didn't guarantee autonomous mobility of babies who were not familiar with such novel sociocultural demands of motricity, nor with the new interactive partners. Instead, developmental trajectories of expansive movement and circulation hinted at elements of previous and ongoing experiences in which long permanence in seating posture and mobile orientation towards peers required continuous negotiation. Implications for practice yield to greater pedagogical attention to babies' trajectories of (loco)motor progression as relational embodied experiences and to the furnishing of material and social accessibility that cater to a wider range of mobilities.

Keywords: infants and toddlers, locomotor exploration, mobility, ECEC, interactions



47. Partnerskap for gode overganger fra barnehage til skole: Kommunen som brobygger

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Abstrakt: Forskning viser at barnas erfaringer med overgangen fra barnehage til skole påvirker ikke bare deres utvikling og læring i grunnskolens først trinn. Det har betydning for deres utvikling og læring senere i utdanningsløpet, kompetanse til å håndtere ulike overganger i livet deres og generell livskvalitet. Institusjonene barna beveger seg mellom i overgangsfase er hjemmet, barnehagen, skolen og SFO. Forskning understreker at det er grunnleggende at disse institusjonene kan samarbeide for å støtte barn. Samt viser forskning at det er vanskelig å legge premissene for samarbeidet mellom disse arenaene.

Prosjektet som presenteres her er et forsøk på hvordan kommunen kan være en brobygger for å legge premisser for samarbeidet mellom de fire viktigste institusjonene for å skape gode opplevelser for barna. Data materialer er fortellinger fra prosjektlederen og formative vurderinger av deltakerne på ulike aktiviteter organisert av prosjektlederen. Funn viser viktigheten av at alle partnere har bevissthet om betydningen av partnerskap for å skape gode opplevelser med overgangen til skolen. De ulike institusjonene er positive til arbeidet med overgangen og setter pris på å få mulighet til å delta i ulike aktiviteter og ha dialog med hverandre. Utfordringer er at de ulike institusjoner har ulike kulturer og oppgaver. I tillegg er det vanskelig å få til en felles møtearena. Til slutt skal forfattere diskutere fordeler og ulemper og reflektere hvordan det kan gjøres bedre.

Nøkkelord: partnerskap, overgang fra barnehage til skole, gode erfaringer



48. Eco-creativity: from attitude to action

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In a world in ecological crisis, we need future generations to engage in action towards a better future for all. This presentation shares experiences of a group of teens in an urban area in Mexico and teens on a rural island in Norway, with co-creating ecoscenographic environments in, with, of, as and about nature. Set in the context of the Global Science Opera, an international educational initiative which aims to achieve transdisciplinarity between arts and science, the groups created and performed scenes for an opera inspired by the theme of ecosystem restoration. Based on the experiences from this creation, I ask the following research question: How can the experience of embodied exploration in a sustainable educational setting characterized by creative collaboration between humans and non-humans contribute to in-depth meaning-making? The study is framed by Chappell's (2018) approach to Posthumanizing Creativity that emphasizes ethically contributive world-citizenship through embodied, collaborative creativity emerging between creator and creation. This journey of making and being made describes a reciprocal relationship between humans and non-humans. Ecological creativity is the ability to align the processes of developing, learning and achieving for the betterment of the ecology around us. Embodying eco-creativity highlights how integration of ethical, ecological sustainability influences creativity, imagination and innovation, and how this may be utilized as a means to action. Qualitative methodology was used to make sense of the teens' experiences, after collecting data through questionnaires and interviews. My analysis is based on the notion that creativity is more than an activity: it can be explained as an attitude towards life, or a way of living life and making meaning of it. The eco-creative process invited students into an embodied dialogue with the materials, tools, techniques and a concept topic. Based on results of my research, I will argue that this dialogue and in-depth experience may affect students' attitudes and actions towards sustainability.

Keywords: co-creation, collaboration, transdisciplinary, embodied exploration, eco-education