

On the subjective relevance of media technologies for kindergarten children's everyday conducts of life



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The current project

- How do children (age 3-6) conduct their everyday lives in the kindergarten in relation to how they (collectively) *experience, make sense of, negotiate and struggle with* media-related meanings across contexts?
- How does this co-create/contribute to the various contexts (or transcontextual praxis) the children conduct their everyday lives in/with?

Approaching engagements and struggles

- Participant observation over 3-4 months including "ethnographic conversations" or situated interviews with children, staff, parents.
- Protocols including struggles that I faced while participating.
- Video recordings of shared engagements/activities as reminders.
- Audio recordings, mostly of staff and parents interviews.

”[C]onducts of life typically imply *interdependencies with other individuals’ conducts of life*. Accordingly, one cannot a priori distinguish the “I” as the subject of the conduct of life from “others” as part of ‘external conditions’ to be integrated into one’s own conduct of life”.

Holzkamp (2012, in press), p. 411, his italics

Conceptual framework

- Conduct of everyday life
 - Subjectivity, intersubjectivity, materiality dialectically related
- First-person perspectives (cf. Shoy's polyphony of voices)
 - Social self-understanding with regards to shared struggles
 - Practice research as necessarily situated
- Possibilities and limitations for (collective) action
 - Scope of (imaginable) action possibilities
- Conditions always mediated via meanings
 - Mutually shared meaningful sensemaking as research goal

How to investigate and conceptualise...

- ...the researcher as a practice participant who is conducting her/his conduct of everyday life and doing research as part of that?
- ...the researcher's (unavoidable) contribution to co-creating the investigated kindergarten practice? (e.g., initial staff presentation)

With focus on:

- The theoretico-practical (and consequently also political) implications of doing situated practice research, or:
- **How to make the researcher's insights *meaningful* for all the co-researchers' conducts of everyday life for a "collaborative purposeful transformation of the world" (Stetsenko 2008, p. 471)?**

“The question of conducting one’s life cannot be limited to a question of repeating what others have done before or adjusting to some kinds of given conditions. To live implies to *create conditions*”.

Højholt & Kousholt (2009), p. 4, their italics

Thank you for your contribution!

Much looking forward to further questions and/or comments:

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