



AS LONG AS ANY ADULT THINKS THAT
HE, LIKE THE PARENTS AND TEACHERS
OF OLD, CAN BECOME INTROSPECTIVE,
INVOKING HIS OWN YOUTH TO
UNDERSTAND THE YOUTH BEFORE
HIM, HE IS LOST.

MARGARET MEAD

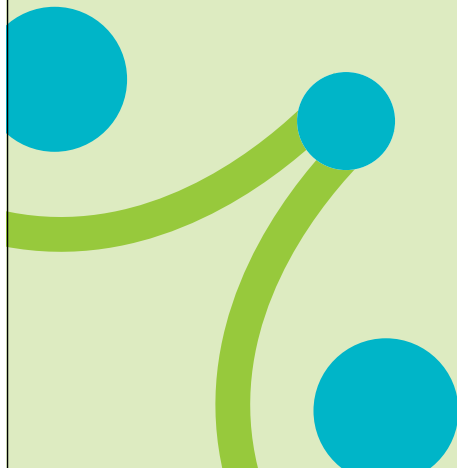
Authoring their own lives: children's sense of agency

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On overview of my PhD

General focus



- How do children themselves perceive their agency?
- Via what kind of interactional processes are these perspectives talked into being?

Data sets



Articles

Sense of Agency and Everyday
Life: Children's Perspective

Dynamics of Telling: Self-Authored
Artifacts as Mediational Means?

Learning to listen / Passivity?

Why this now?

- In Finland, a small but growing number of children are in danger of being excluded from a balanced childhood (Aula, 2007; Rimpelä, 2012)
- The sheer number of communities and activities in which children learn and participate is growing

My questions to you?

- In what way does the data afford justifiable or defensible use of CHAT conceptualizations?
- More precisely, how can CHAT concepts like mediation, 1. and 2. stimulus, the ideal, or dialectical reasoning in general be applied to understand my data?

Rationale for study 2

- Notions of children's participation, voice and perspective currently enjoy a high premium with civic and societal affairs (e.g. Lee, 2008), development of educational institutions (Thompson, 2008) and matters of their own everyday life
 - UN Convention on the Rights of the Child
 - participatory designs provide novel learning opportunities
 - children occupy a unique position in our society, and can offer important new knowledge
- However, for example adult-child power dynamics and the degree of intersubjective understanding of the task problematize notions of voice and perspective
- Many approaches available for researchers and practitioners to facilitate and aid children in sharing their experiences, opinions and telling about their lifeworlds and most emphasize the importance of using various visual means

However,

- Scant research exists on the interactional processes enacted within these approaches (see Westcott & Littleton, 2005).
- Also, the actual role that artifacts play is underexamined (O'Brien, Varga-Atkins, Umoquit, & Tso, 2012)
 - ➡ How are children's experiences negotiated, and renegotiated moment-to-moment in co-constructive processes?
 - ➡ How self-authored photos and drawings act as mediational means in these negotiations?

On mediation

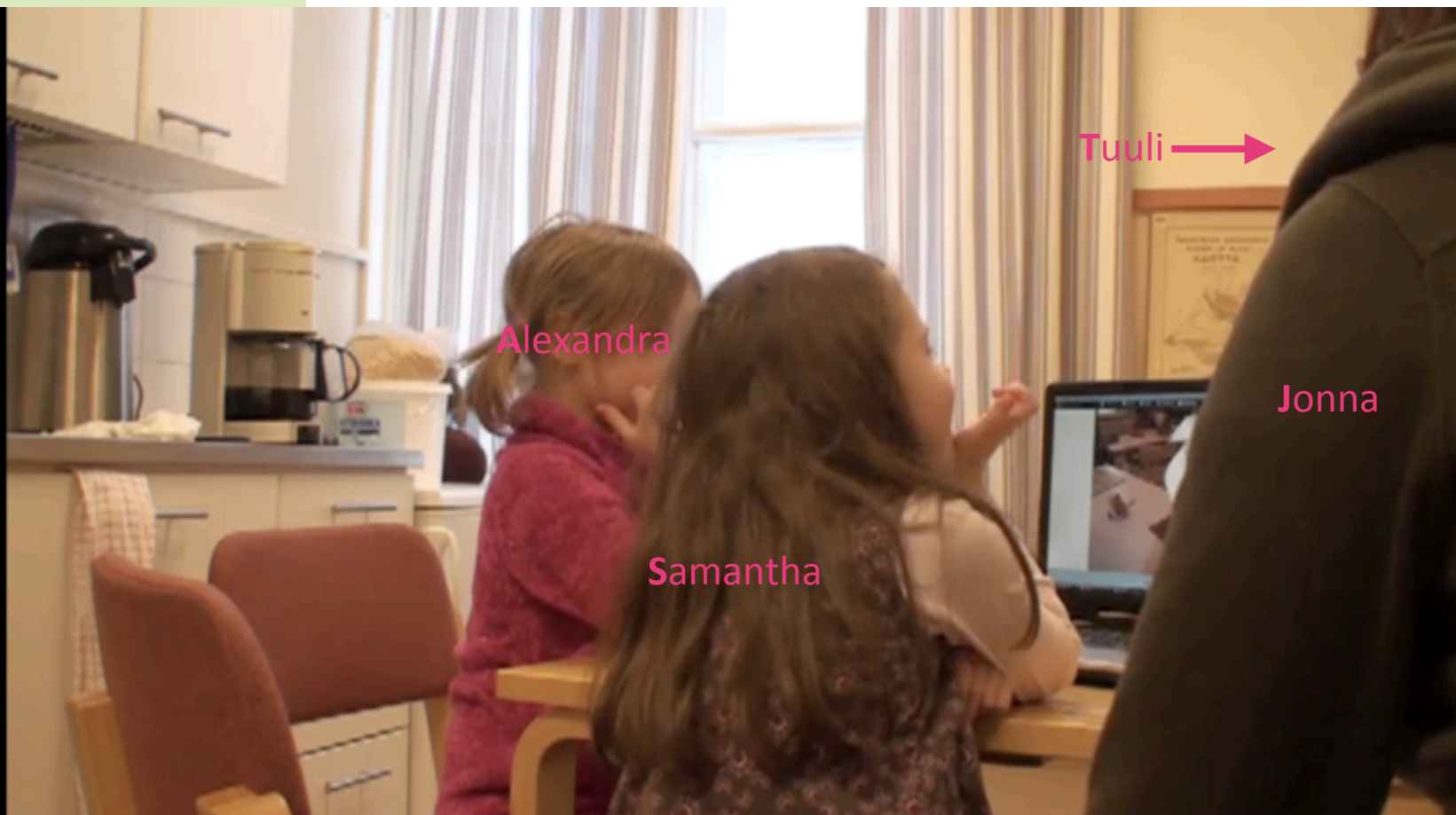
- Socio-cultural frameworks on mediation (Schoultz, Säljö, & Wyndham, 2001; Vygotsky, 1978; Wertsch, 1991)
- Explicit mediation (Wertsch, 2007)
- Structural mediation (Roth, 2007)

On method

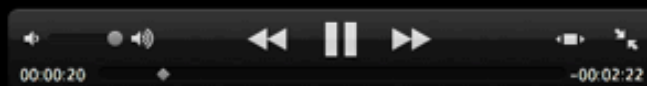
- Video corpus as a data source from which via a iterative process the analyzed data set is constructed (e.g., Ericsson, 2006)
- Analytical focus on **embodied interaction**
 - that is the **verbal, visual and material** conduct via which participants constitute the use of the photos and drawings as mediational means
 - Jordan & Henderson, 1995; Heath, Hindmarsh & Luff, 2010; Streeck, Goodwin, LeBaron, 2011)

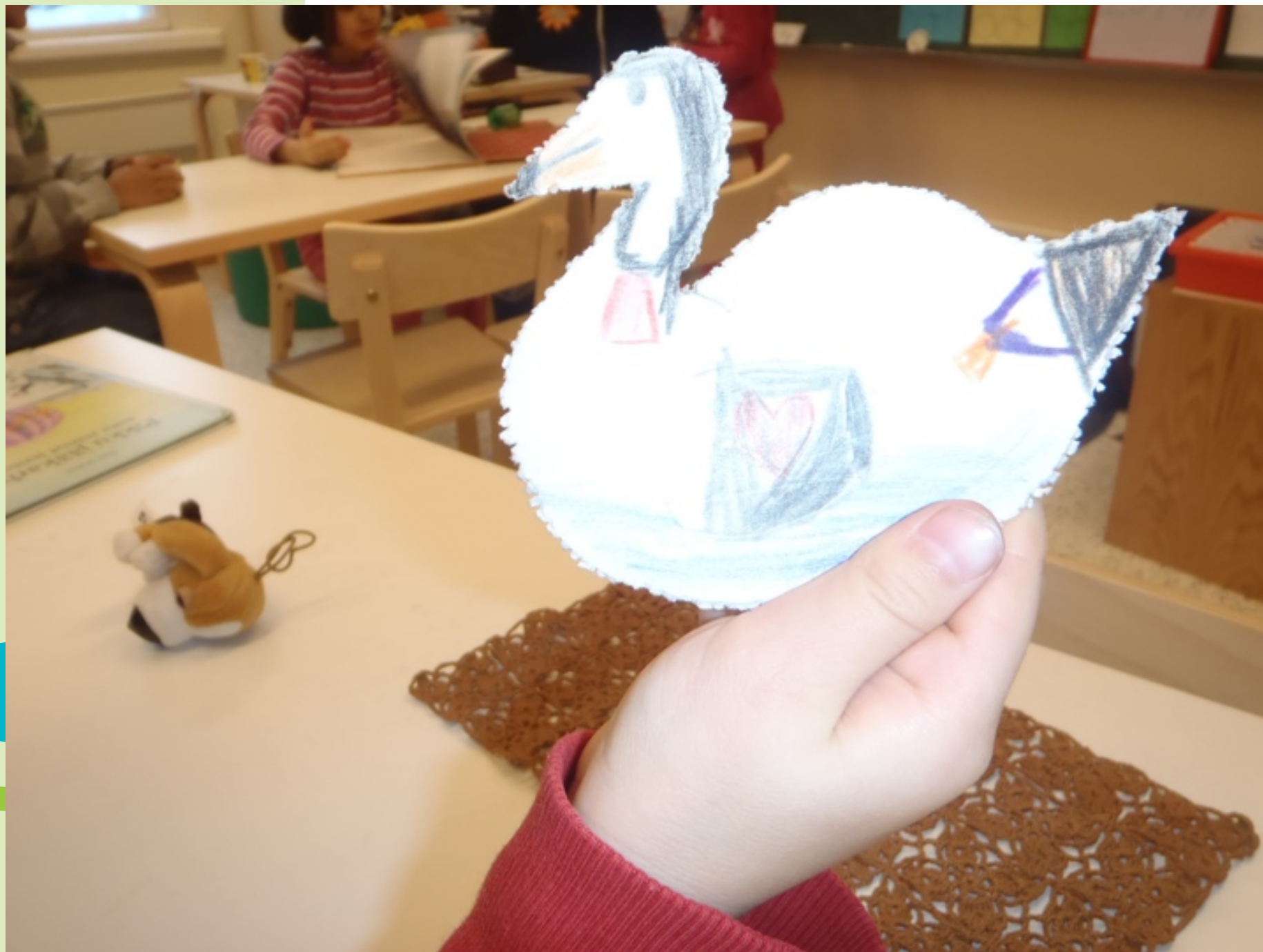
Data set

- preschool children (n. 19, age 6-7) share and jointly discuss photos and drawings the children had taken or made about their positive experiences, and moments of accomplishment during a preschool day.
- joint, multiparty conversations
 - two to three children
 - two to three adults
- Altogether nine (9) situations between 10 to 30 min. each
- part of the AGENTS - research project



10 S: This was very funny 'cos it like you know like (0.8) to:: se > °what what was it °< ((put hands under chin and looks at J&T)) Dasylike ((points to screen))=
11 J/T? [Mm

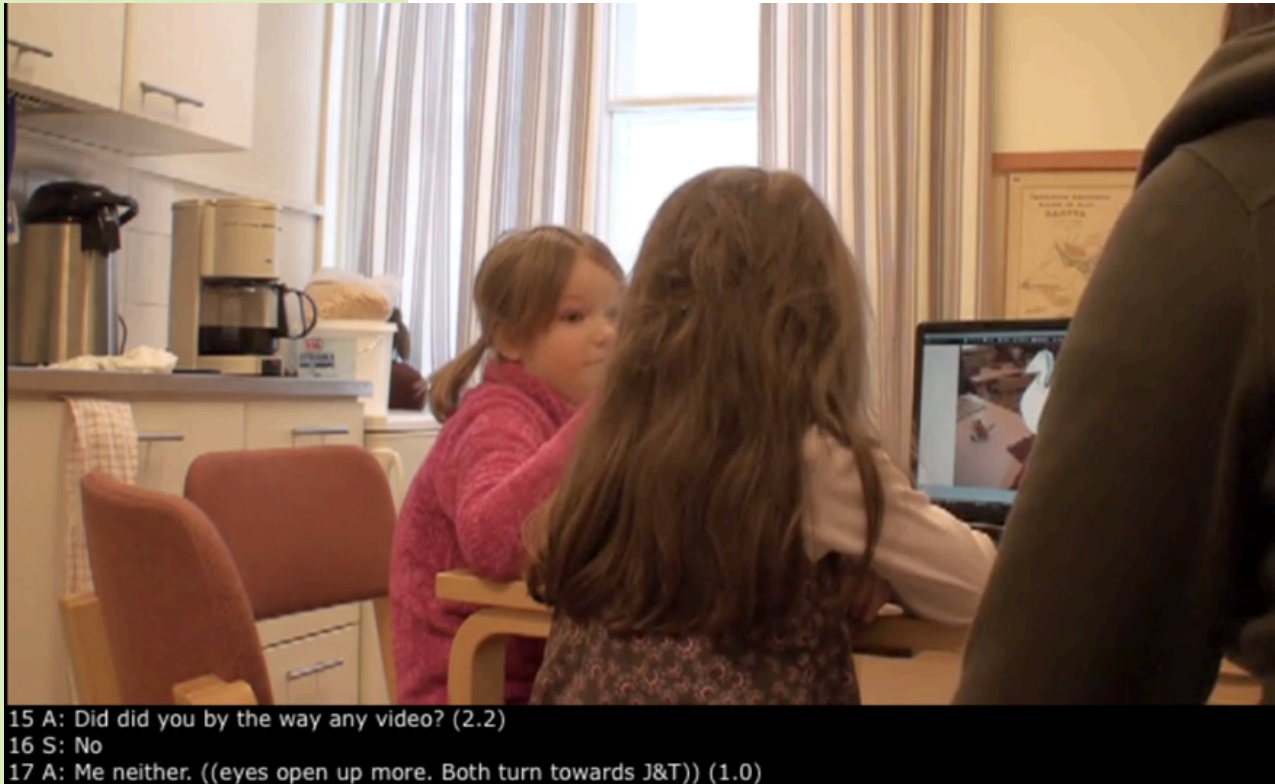




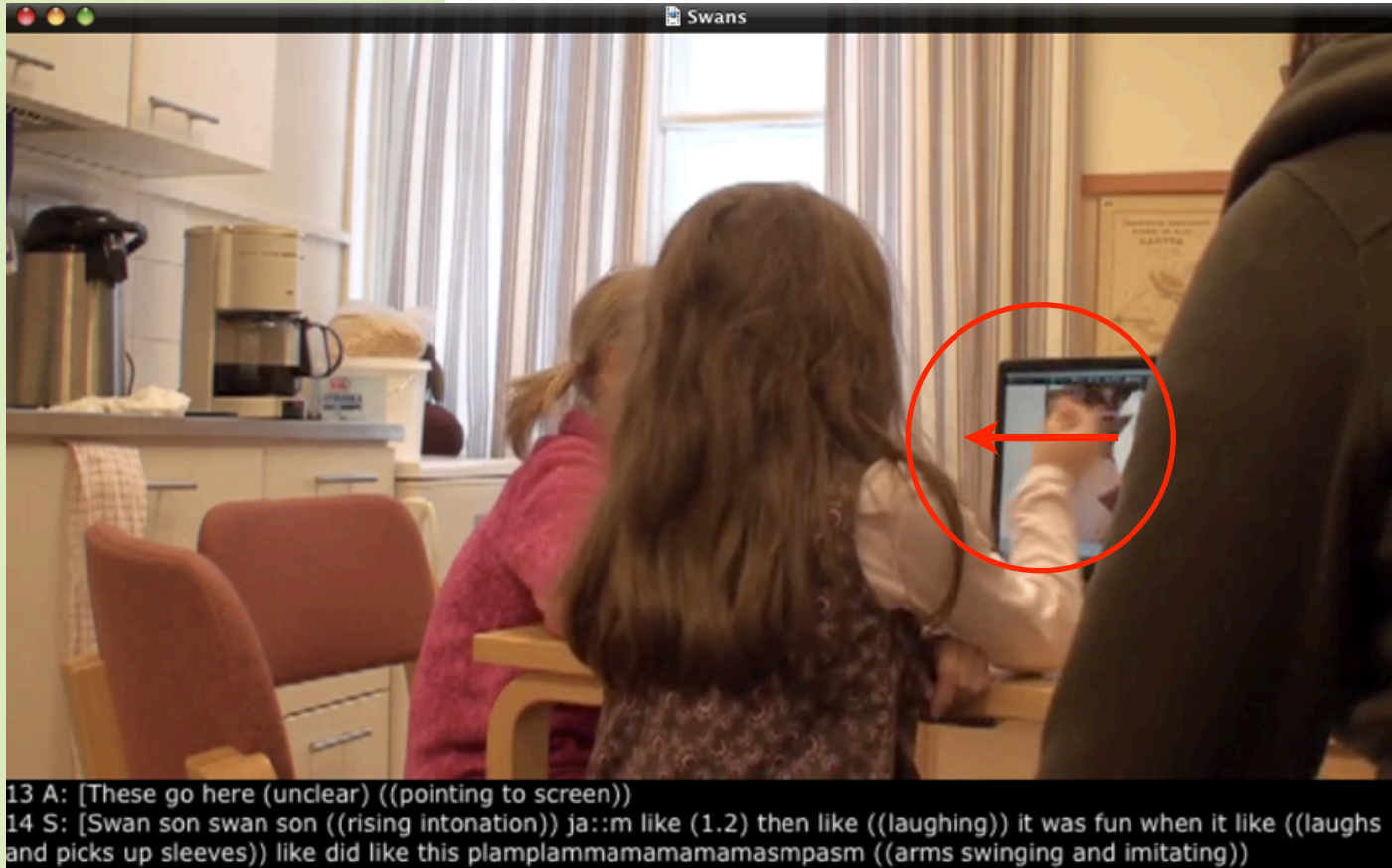


S: Yeah, it was no wait yes this was all ((points to screen, picture 61)) ä

1.



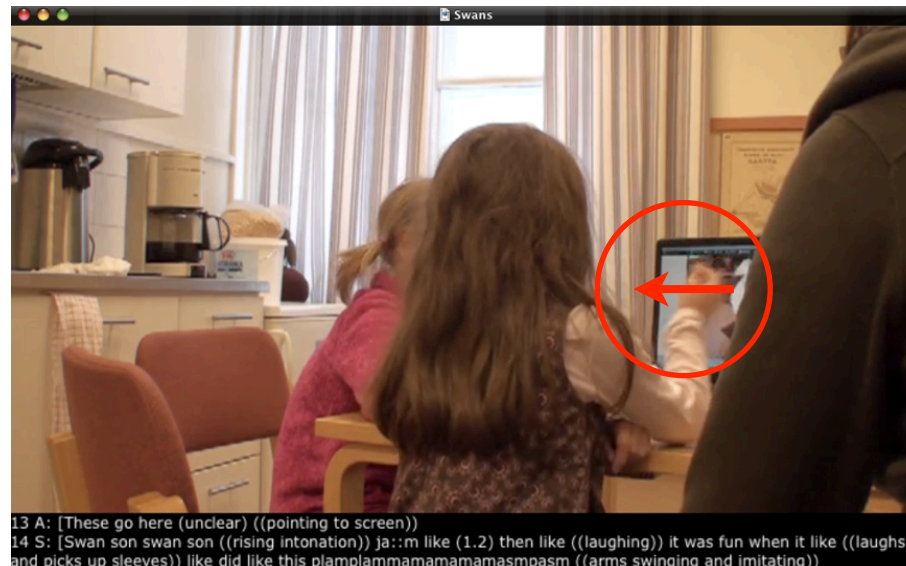
- Sharing and talking about experiences is just one of the agendas in play in the situation
 - children “bring in” and create their own interests and agendas in the situation
 - ➡ Moments of telling are fragile and elusive interactional achievements, not self-evidently present all the time or continuous.



- The multimodal nature of telling
 - verbal discourse not excessively dominant
 - pictures are not just pointed to in various ways, but rather telling is enriched with visual and material conduct

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