

# CONTENTS

Acknowledgements	ix
About the authors	x
Foreword by Janet Moyles	xi
Key for icons	xiii
Introduction	1
<b>PART 1 PARADIGMS AND PRINCIPLES</b>	<b>7</b>
<b>1 Positivist research</b>	<b>9</b>
Finding out about the world around us	9
What do we mean by a 'paradigm'?	10
The meaning and origins of positivism	11
The scientific method	12
Positivism and the quantitative methodological approach	14
Experimental method	15
Correlational method	18
Validity and reliability	19
The possibilities and limitations of positivist research	20
<b>2 Interpretivism and post-structuralism</b>	<b>22</b>
What do we mean by interpretivism?	22
How does interpretivism relate to early childhood research?	26
Qualitative research approaches and methods	29
Combining qualitative and quantitative research methods	30
<b>3 Ethics</b>	<b>33</b>
What do we mean by 'ethics'?	33
Why is a consideration of ethics important in early childhood research?	36
What does 'informed consent' mean in the context of early childhood research?	37
Ethical considerations throughout the research process	40
Ethical guidelines and legal considerations	43
<b>4 Listening to young children</b>	<b>46</b>
The development of interest in listening to young children	46
Ethical issues when involving young children in research	50
The child as researcher	52

<b>PART 2 APPROACHES TO RESEARCH</b>	<b>55</b>
<b>5 Surveys</b>	<b>57</b>
What is a survey?	57
Why are surveys used?	58
Designing a survey	61
The use of surveys in early childhood	65
<b>6 Ethnography</b>	<b>69</b>
What do we mean by 'ethnography'?	69
Ethnography and early childhood research	72
Carrying out ethnographic fieldwork	74
The possibilities and limitations of ethnographic research	78
<b>7 Case studies</b>	<b>81</b>
What is a case study?	81
Historical background	82
Case study design	83
Methods that can be used in case studies	86
Possibilities and limitations of using case studies	87
<b>8 Action research</b>	<b>90</b>
What is action research?	90
Who does action research? The practitioner-researcher	93
The action research cycle	95
Methods used in action research	97
The possibilities and limitations of action research	98
<b>PART 3 METHODS</b>	<b>101</b>
<b>9 Observation</b>	<b>103</b>
Historical overview	103
When is it appropriate to use observation in research?	105
Types of observation	106
Recording information	114
<b>10 Interviews</b>	<b>118</b>
What is an interview?	118
When to use interviews	119
Types of interview	120
Carrying out and recording interviews	128
<b>11 Questionnaires</b>	<b>132</b>
What is a questionnaire?	132
Why are questionnaires used in research?	132

Types of question used in questionnaire design	134
Putting a questionnaire together	140
Administering a questionnaire	145
Possibilities and limitations of questionnaires	146
<b>12 Using documents and other visual 'texts'</b>	<b>148</b>
What is a 'document'?	148
Why might we use documents in research?	153
How might we evaluate documentary sources?	154
<b>13 Journaling as a research tool</b>	<b>158</b>
The self as a legitimate subject for study	158
What do we mean by a 'journal'?	159
Why use journaling as a research tool?	160
Tools to help develop reflective journal writing	164
The possibilities and limitations of using journaling as a research tool	166
<b>14 Creative methods for listening to children in research</b>	<b>169</b>
Listening to young children in research: developing an inclusive approach	169
Photography	171
Drawings	173
Play as a research <i>strategy</i>	176
Story-telling and narrative approaches	177
The Mosaic Approach	177
<b>PART 4 CARRYING OUT A RESEARCH PROJECT</b>	<b>181</b>
<b>15 Research design</b>	<b>183</b>
The stages of planning a research project	183
Developing an area of investigation, research question or a hypothesis	184
Choosing a research design	189
Choosing appropriate methods	191
Reliability and validity	193
Choosing a sample	195
Writing a research proposal	198
Keeping a research diary or journal	198
Working with a research supervisor	199
<b>16 Reviewing the literature</b>	<b>201</b>
What is a literature review?	201
Why is it important to conduct a literature review?	202
What makes for a successful literature review?	202
How to go about reviewing the literature	209

<b>17</b>	<b>Analysing and presenting data</b>	<b>214</b>
	What do we mean by analysis?	214
	Getting organised	215
	Quantitative methods of data analysis	216
	Presenting quantitative data	223
	Qualitative methods of data analysis	228
	Presenting qualitative data	235
<b>18</b>	<b>Writing up</b>	<b>237</b>
	Writing up a research project	237
	Finding a 'voice' when writing up research	244
	Writing the voices of others	245
	Sharing what you have learnt with others	245
	Conclusion	249
	Glossary	250
	Bibliography	252
	Index	266