

- Faculté des lettres et sciences humaines
- www.unine.ch/lettres

Developmental psychology and children's perspectives (2PS1207)

Filières concernées	Nombre d'heures	Validation	Crédits ECTS
Pilier principal B A - psychologie et éducation	Cours: 2 ph	cont. continu	4
Pilier principal M A - sciences humaines et sociales	Cours: 2 ph	cont. continu	4
Pilier principal M ScS - psychologie et éducation	Cours: 2 ph	cont. continu	4
Pilier secondaire B A - psychologie et éducation	Cours: 2 ph	cont. continu	4
Pilier secondaire M A - sciences humaines et sociales	Cours: 2 ph	cont. continu	4
Pilier secondaire M ScS - psychologie et éducation	Cours: 2 ph	cont. continu	4

ph=période hebdomadaire, pg=période globale, j=jour, dj=demi-jour, h=heure, min=minute

Période d'enseignement:

- Semestre Printemps

Equipe enseignante:

Teacher: Pernille Hviid, pedagogue, MA, PhD. psychology, Department of Psychology, University of Copenhagen, Denmark.

Email: Pernille.Hviid@psy.ku.dk

Contact assistant : Constance de Saint Laurent

Objectifs:

The course aims at investigating the possibilities of including (children's) first person perspectives in research about children's life, living and development. Through the course we move from theoretical positions to empirical investigations, and practical implication for research done with children.

The participants of the course are invited (and expected) to conduct a small empirical investigation as part of the course. The experience of searching for children's perspectives through research practices are in the centre of a mini-conference, which terminates the course.

Contenu:

Friday the 22.2.2013 9.00-12.00

1) Normative and interpretative strategies in developmental research

In our first session we will investigate the importance children's perspectives have in some of the most influential theories of developmental psychology. Works of Piaget and Vygotsky will be introduced. The distinction between normative and interpretative strategies and aims in developmental research will be discussed.

Friday the 8.3. 2013 9.00-12.00

2) Discourses and practices around and with children, and children's personal experience.

In this second session we will investigate and discuss research on children's perspectives in everyday life settings.

Friday the 22.3.2013 9.00-12.00

3) Research practices in examining children's perspectives

In this third session we will discuss methods in examining children's perspectives, and ethical standards.

Friday the 18.4.2013 9.00-12.00

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4) Mini-conference

The fourth session will be organized as a mini-conference, where every student contributes with presentation of a small empirical investigation, and comment on other student's papers.

Forme de l'évaluation:

The participants of the course are invited (and expected) to conduct a small empirical investigation as part of the course. The experience of searching for children's perspectives through research practices are in the centre of a mini-conference, which terminates the course.

The empirical work can be done in groups of 1 - 3 students. Students must hand in their written report before 12.4.2013 in order to get feedback at the conference. Handing in can be done via email. The report (5 to 10 pages, (max. 2800 units pr. page) must be written in English. Evaluation will be made before 3.6.2013.

Student's second or third attempts to pass exam will also be evaluated. In this case the report can be extended with two pages to compensate for the oral presentation. Deadlines for delivering report for 2nd evaluation is the 30.8. 2013, and for 3rd evaluation the deadline is 11.11.2013.

Documentation:

More information on which readings are expected for each class can be found on claroline.

Book central to the course and therefore recommended to buy:

Hedegaard, M., Aronsson, K., Højholt, C., Ulvik, O. (Eds.) (2012) Children, Childhood and everyday life: Children's perspectives. Charlotte: Information Age publishing

Other documents (available on claroline):

Hedegaard, M. (2008). Principles for interpreting research protocols. In: Hedegaard, M. and Fleer, M.: Studying Children – a cultural historical approach. Pp 46 – 65. Open University Press

Hundeide, K. (2010). An interpretative approach to children. In: Sommer, D., Hundeide, K., Pramling, I. (Eds.) Child perspectives and children's perspectives in theory and practice. Pp 119 – 137. Springer

Hviid, P. (2008). Interviewing using a cultural historical approach. In: Hedegaard, M. and Fleer, M.: Studying Children – a cultural historical approach. Pp 139 - 157. Open University Press

Pré-requis:

This seminar is open to 2nd and 3rd year bachelor's students and to 1st year master's students.

Forme de l'enseignement:

The course starts on Friday the 22nd of February, 2013, from 9:00 to 12:00 in room RN 08.

The following classes will be held on the 8th of March; the 22nd of March and on the 18th of April, at the same time and place.