

Name of the Course : Observing and Theorising Children's Development

Semester : I

Credit hours : 4

Paper Coordinator : Ms Prachi Vashishtha

Objectives: At the end of this course, the student will be able to:

- i. Use observation as a tool for understanding and assessing children's development
- ii. Develop understanding of cultural-historical factors that mediate children's development
- iii. Develop skills for analyzing and documenting observation data
- iv. Critically evaluate various approaches for theorising and conceptualising children's development.

Unit 1: Observation as a tool for understanding and assessing children's development

- a. Observation as a key tool for understanding children's development in early years, cultural-historical factors that mediate the process of observation
- b. Various methods of observation, using technological tools for observation
- c. Preparations for doing observation: Developing observation guidelines/manuals, informed consent and other ethical issues.

Unit 2: Analysing and documenting children's observation

- a. Principles for interpreting observation data
- b. Interpreting observation protocols: children and institutional perspective
- c. Transcribing and analyzing video-recorded data

Unit 3: Theorising children's development

- a. Grounded theory approach
- b. Ethnographic approach
- c. Cultural-historical approach

References:

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- Boehm, A.E. & Weinberg, R.A. (1987). The classroom observer. New York: Teachers College Press.
- Cohen, L.G. & Spenciner, L.J. (1994). Assessment of young children. New York: Longman.
- Glaser, B.G. & Strauss, A.L. (1967, 1999). The Discovery of Grounded Theory: Strategies for Qualitative Research. New York: Routledge.
- Isaksen, J.G. (1986). Watching and wondering. Palo Alto: Mayfield.
- Hedegaard, M. & Fler, M. (2009). Studying Children: A Cultural Historical Approach. Berkshire: Open University Press.
- Atkinson, P., Coffey, A., Delamont, S., Lofland, J and Lofland, L. (2001). Handbook of Ethnography. London: Sage