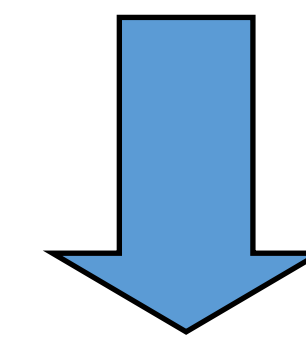
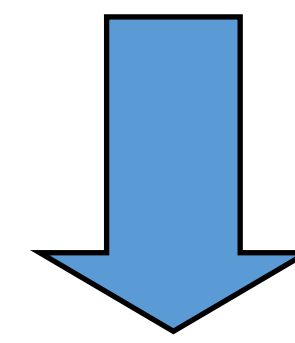


# Creative reflection in action

Students as Academic Partners project: *Developing the potential of observation: generating ideas using video data from a nursery school.*

Why choose a creative approach?

It is truly inspirational to observe the impacts of education on children's social, emotional and independent development. Through the project we have observed repeatedly videos of children interacting within their natural learning environment. It is clear that through watching videos multiple times various behaviours are observed and may be repeated during other videos whilst learning. We were able to reflect on what aspects of the enabling environment seemed more accessible to certain children and how we would change learning opportunities to meet needs and abilities.



Some thoughts on being creative

Using video for research:

- Use your imagination to fill in details
- Generate a range of ideas for interpreting the data
- Maintain a sceptical attitude
- Ask questions
- Come up with some original ideas
- Beware of ethnocentric thinking
- Link your ideas to existing discourses and literature
- Think more broadly
- Allow time for your ideas to incubate

- Videos can be repeated enabling various moments to be observed each time.
- Videos can be used to form evidence if certain behaviours are displayed multiple times
- Videos can be cropped, watched in slow motion, with or without sound
- Screenshots can be taken and analysed after pausing the video

What do think about this image? This is a still from a video...

Why is he holding a bowl of worms?

Why is outdoor learning important?

What is he thinking?

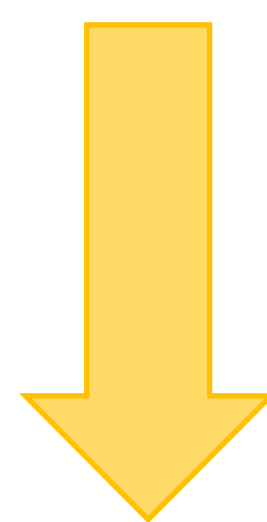
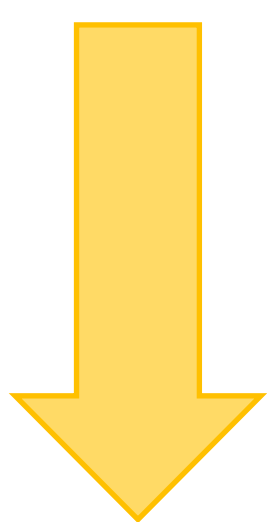


Why did he choose to do this activity?

Is he involved in a group or learning independently?

What is he learning from participating in this activity?

Reflections:



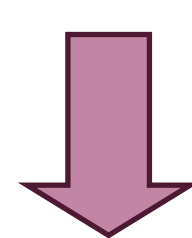
Reflections:  
On an individual level.

Reflections:  
The wider picture.

- Through reflecting on multiple videos of an individual it can become clear which teaching techniques work best and are most engaging for them.
- Videos can display children adapting to various learning environments e.g. indoors/outdoors or on/off site.
- Professionals may recognise behaviours being displayed by children; in some cases this may aid in recognising SEND, and offering the right opportunities for all children to access and inclusive and engaging learning.

- The videos are of various activities including teacher/child initiated or child/adult led. From these recordings professionals can recognise what teaching works well for which children and whether they have had the input to build up skills to complete independent activities.
- Observe the opportunities being offered, the variety of these, whether they are linked to a topic and whether the children are interested in this topic.
- Observe the children playing/learning independently, alongside and with other children. Recognise which they prefer to do and whether developing social skills can aid with learning.

Theory linked to our reflections and findings.



The project followed an approach first introduced by Turkle (2007) *Evocative Objects – things we think with*. Through the use of video children are observed during learning and observations, reflections and questions are formed to create various perspectives. In doing this a broader understanding is formed recognising patterns in children's behaviours, what learning works best, where more support could be offered and much more. This concept has been further researched and developed using Guilford's (1973) concept of creativity and subsequently rendered as a PhD thesis (Barnett 2013). Dahlberg et al (2008) regards reflection through observation as involving questioning the natural attitude, by describing as well as interpreting the phenomena of experience using an attitude of openness. Therefore, when reflecting we watched videos repeatedly through using sound and no sound in order to observe it from various perspectives and recognise different behaviours/reactions each time; this creates a bigger and clearer picture of the child and their ability to access, enjoy and understand the education being delivered.

What do think about this image? This is a still from a video...

Are they playing together or alongside each other?

Is it independent or guided play?

Are they communicating?



Would the children learn differently if the tray was outdoors rather than indoors?

What can children learn when playing in the water tray?

Through participating in this project it has developed my reflective capabilities. I had yet to have experience of the EYFS and therefore did not fully understand the importance of observation. It is an effective tool to recognise what the children understand, what teaching methods work best for the children and whether they can use skills taught independently showing a higher understanding. [Kelly-Anne Archer](#).

-The importance of deeper thinking and understanding, reflecting once and then again numerous times.  
-How to critically observe children, this is something I can carry through to my own classroom practice.  
-Relating observations to literature and finding supporting literature which gives research more meaning. [Molly Burton](#).

What I have learnt through participating in this research project:  
Including importance of ethics, confidentiality and consent.  
Strengths, skills and understanding  
Barriers we faced.  
Wider picture (from this project, in future...). [Meggan Gee](#).

References:

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