How is children’s participation constructed and enacted in preschool documentation? What kind of activities can evolve between teachers, children and material agents in preschool documentation practices?

This study is based on video recorded observations of teachers and children documenting different preschool activities in two preschool groups. In two articles two different documentation methods, with different theoretical underpinnings, are examined. The result shows that children’s participation varied from attendance to involvement and influence regardless of documentation method. It also shows that children’s participation in preschool documentation practices, as well as the documentation itself, was affected and controlled by different material agents, such as photos and colour-coded labels.

Taking also material agents into account means that the understanding of documentation practices can be broadened, which in turn could open up for new ways for children’s participation in preschool documentation.
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