

## Workshop Gopro – Video Database

**International week Santarem ONLINE | 26 october – 30 october 2020**

### Working method

Please read the background information in advance. Afterwards there are 3 exercises that you perform and finish by Wednesday afternoon. During the workshop on Wednesday afternoon we will work with your findings.

Good luck with it!

If there are any questions or ambiguities you can always send an e-mail we will mail you back or make an appointment to call via teams.

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### Background information

We will develop a collection/database of videos capturing micro-interactions between children and the outdoor environment in different contexts distributed across countries: for example the city of Mechelen, the school playground (and its surroundings), the natural outdoor environment ('t Zwiebelbos) at campus Kruidtuin (TMMechelen), the forest and the local town Aabenraa as the playground for a forest kindergarten (UCSYD), early years school playgrounds in Hampshire, UK (Wallisdean Infant School and Wildflowers Kindergarten).

Innovative: Putting children's experiences of the outdoors at the centre of the stage. By using video images, we get a look on how children look at the environment, communicate with the city, nature, etc. Children, and certainly young children do not have sufficient language skills to express their thoughts. By using video ethnography, we offer children a method of displaying their impressions.

Through this way of working we will discover traces of young children's perspectives on the outdoor environment that otherwise stay hidden or do not get attention at all. The data of this project will thus not add up to a narrow definition of reality and truth, but will give perspectives on and insights into spatial practices of children and the way they (re-)present their experiences.

The methodology is innovative: GoPro video-ethnography – or recently termed Participant Viewpoint Ethnography Video – offers the opportunity to (literally) look through children's eyes (first person perspective) and study how the material and the social perform together in practices; how they are intertwined and entangled in practices. Our research recognizes that video is not a mere resource or methodological tool, but rather constitutes a praxeology of seeing and working with a camera. The captured images are data, but also and especially the practice(s) and process of making, re-viewing, editing and presenting are important. This video method, as other research shows, help to expose the traces of everyday spatial and material practices in the outdoors even though such traces are not always apparent to, or made explicit by, those involved in creating them. Through use of video a dissociation is created as the object inserts moments of interruption and reflection.



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## Workshop 5 – Children's view at the environment

Images and video-fragments will be selected and ordered in different categories; together they will form a database that is open to everybody who wants to discover early childhood outdoor interactions. The categories will emerge from the data gathered.

### Expected impact:

The video database will help teacher training students, ECEC-professionals and parents to discover the value and richness of outdoor play and gain important insights in interactions (and meaning giving) of children and/with the outdoor environment in different contexts. This will give them the necessary confidence to stimulate and appreciate outdoor play in early childhood.

The database will prove to be of important value to city-planners, (school-)architects, policy representatives,... as via this way they can trace the perspectives of young children and use it as inspiration for design and child-friendly policies.

We see the transferability of the database and the methodology used (gopro's) as very high and easily adapted to other context. During the bi-annual meetings we will present the database to the other partners and do exercises in collecting more data in different contexts.

### Exercise 1 | viewing fragments

**Time estimate** | X min view fragments | discussion together 1 hour

#### Goal

- Analyzing some selected images
- Looking for what the interactions can mean for children

#### Material

fragments (site)

(from Povl, Mechelen kindergarten Villa Zonnehuis, Walking with Vic)

#### With whom?

Make a group with 3 or 4 people from 2 or 3 different partners

#### Assignment

View the different fragments together (via shared screen) or each separately (via your own PC).

#### Discuss per fragment:



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## Workshop 5 – Children's view at the environment

- What thoughts come to mind while watching this fragment? Share them with each other. What do you notice when listening to each other's thoughts?
- What interactions with the environment do you see in this fragment? Feel free to zoom in, or pause the video regularly. Try to be as detailed as possible.
- What could each of these interactions mean for the children? What makes it valuable?
- How would you arrange these images? What stands out? Which characteristics do or don't come back? How can your children's voices be fully expressed in the criteria for ordering? What appeals to you? What are you curious about? Which images do you disassociate yourself from?

Bring your own thoughts into the group and see where you come together.

- Make one report together that you share on the padlet around the GoPro by Wednesday 12 noon Brussels Time.

### Exercise 2 | On walk

**Time estimate** 90 minutes

#### **Goal**

- Looking at the surroundings from what could be interesting elements, places, materials,... for children.

**Material** camera to take pictures

**With whom?**

Alone or with a colleague/student from your own institution

#### **Assignment**

Choose a destination to hike to. The destination does not matter, it is the way there that matters. Choose something so that you walk there for about half an hour and back half an hour.

Go out and take something to take some pictures along the way.

All the time, be aware of the height at which children are looking at the surroundings. You try to empathise with this or you are looking for an aid (sitting on a skateboard, in a wheelchair,...) so that you can actually walk at their height.

Take your time, walk quietly and look around carefully. Imagine that the children determine the place themselves, there is no rush. In which places do you think children get stuck for a while? Stand still for a moment, somehow interacting with their surroundings? Take a picture



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## Workshop 5 – Children's view at the environment

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of this. Make sure it is a detail photo of the specific place you have in mind (not an overview photo).

Do this both on the way there and the way back. Maybe a different walking direction, gives new perspectives, other places of interest.

After your walk you will make a selection of 2 photos. Choose 2 photos of places you find most interesting, express for yourself what makes you choose them and why you think they can be valuable for children. Make a short report that you will share on the GoPro's padlet by Wednesday 12 noon Brussels Time.



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### Exercise 3 | I grab post

#### Goal

- Observing children from interactions with the environment

**Material** camera to take pictures

#### With whom?

Alone or with a colleague/student from your own institution

#### Assignment

Choose a place in your area where children pass by or stay. For example, around the school, the playground, busier street, playground, forest, near hobbies,...

Choose a moment in the day when you expect to see some children. For example, the beginning or the end of school.

Find a spot where you are comfortable (with a good view of the surroundings and the children) and take mail.

Demarcate your observation area: for example a specific part of the street, a piece of the playground, a corner on a playground, a path in the woods,...

Observe how the children who pass by are behaving and make notes of it. Try to be as detailed as possible. What exactly do you see the children (or a child) doing there? What actions? What stands out in the behaviour, the statements (when you hear them), emotions,...?

Then take a picture of the place(s) you have observed. Only the place itself, no children have to stand on it (gdpr).

After observing, you choose 2 moments that are the most interesting for you of the interaction between children and their environment. Explain to yourself what makes you choose them and why you think they have been valuable to children. Make a short report that you will share on the GoPro's padlet by Wednesday 12 noon Brussels Time.

