Your research story, methodology and research questions

Learning objectives

By studying and doing the activities in this chapter you will have:

- reflected upon the areas of early childhood in which you have a deep personal and professional interest
- understood that your methodology is central to your research
- understood the positivist and interpretivist research traditions
- started to formulate your research questions.

Reflecting upon your personal story

The aim of this chapter is to help you think of an appropriate early years research topic. The topic needs to be appropriate for you personally and professionally. You should try to choose an early childhood research issue which is deeply stimulating to you personally – the heart aspect – and at the same time is of practical professional use for your future career – the head aspect. You need to think both passionately with your heart and strategically with your head. Choosing the right topic at the start is important because it is hard to change halfway through.

This is your research, so the motivations for doing it need to be selfish. You need to own and take responsibility for your research project to complete it successfully. To begin with you need to think of a topic in which you ideally have a deep personal and passionate interest. Such personal enthusiasm will lead to the high levels of motivation needed to sustain your interest throughout the research process.

People choose their research topics for a variety of interrelated personal and professional reasons. Some research topics stem from our personal lives. For example, you may have experienced a significant incident in your life which might lead you to asking further questions
about that incident. Sometimes such critical incidents may have occurred with your family, or perhaps at work, and we wish to find out more about the particular issue. Research is sometimes about our own storied lives and making sense of ourselves (West, 1996). Hence when choosing a topic to research it is good to look deep within ourselves to find a topic in which we have a personal interest. This may involve reflection upon our own lives and perhaps critical incidents that have occurred in our lives. Such personal reflection and introspection are not always easy and indeed may prove to be emotionally problematic. You should not be afraid of this since such reflection might well lead you to locate a personally significant and important research topic.

**Methodology**

Methodology refers to the principles and values, philosophies and ideologies that underpin your research (Clough and Nutbrown, 2002). The methodology that you hold structures how you perceive and understand your research topic and the knowledge that you construct (Oliver, 2004). You may have a variety of values and principles, thus your research may have several methodologies. For example, you could have a child-centred methodology (James and Prout, 1990; Mayall, 1993; Dhalberg, Moss and Pence, 1999), a feminist methodology (Lather, 1991) and an anti-racist methodology (Siraj-Blatchford and Clarke, 2000) together underpinning your research. These deeply held principles and values which drive your desire to carry out a piece of research forms the basis of your research methodology. Reflecting upon your research story will help you to be more aware of your methodology. If the reasons you are carrying out a piece of research is to take children’s voices seriously, then your research will have a child-centred methodology (Lancaster and Broadbent, 2003). This child-centred methodology will inform the questions that you ask, the literature that you read, the methods you use and how you analyse your data (Clough and Nutbrown, 2002). Thus your methodology, that is, your principles and values concerning your topic, informs the entire research process.

**Some research stories**

When reading the following personal research stories, answer the following questions

- How are the researcher’s personal and professional issues combined?
- What drives and motivates the researcher to carry out their research?
- What are the researcher’s underpinning methodologies?
**Katy’s personal research story**

I live in London and my boyfriend is Jamaican and a lot of our friends are African and West Indian. I’m really interested in the different ways in which black and white children learn about their identities. How do children learn their racial identity? This is my personal interest. My friends’ kids are so aware of race even though they’re little, you know three and four year olds. They’re really interested in the colour of my skin and their skin. They’ll say my skin is white or peachy and that they have brown skin. I’m really interested in these children’s knowledge. Nurseries and schools are really really important in helping children to learn their racial identity so that’s why I’m doing my project! There was also a really good lecture on race here and that made me think even more about how important multi-cultural education is. I’ll probably work in London as a Social Worker on a SureStart project in a mixed area and it’s important that I understand everything I can about these issues and be knowledgeable about the latest research. So this research project will be really good for my career.

**Katy’s methodology**

Katy’s research project is closely connected to her social situation and hence is meaningful and important to her. Katy’s research is motivated by her concern with issues of social justice for ethnic minority children in early years settings. Her values and principles are a deeply held conviction about the injustice of racism, especially when directed towards children. Thus her methodologies underpinning the research are child-centred and anti-racist (Alderson, 2000a; Siraj-Blatchford and Clarke, 2000).

**Lucy’s personal research story**

Lucy’s research concerned women and children and domestic violence. The ethics of this difficult and sensitive issue meant that Lucy’s research was limited to asking professionals about domestic violence. Clearly, for a novice researcher first-hand research with the victims of domestic violence was not appropriate.

When I was little I had a violent father. I have grown up hating violence. I am now so interested in it that I will be reading in the summer after I have handed my research study in. I am emotionally strong enough to carry out this research since I have gone through counselling and it was years ago. I have a family of my own now and have discussed it with my children. I feel very strongly about the issue. I feel it’s something I really want to further investigate. I want to know what laws and
policies and practices are in place to prevent domestic violence from occurring. What do schools if anything tell children about domestic violence? I want to help in some way because I am a survivor and am now in a position to help other victims. So I want to have more knowledge about the problem. The research is not just about therapy for me, although inevitably there is a bit of that too, but rather so I can improve my knowledge and get a job in the area. I’m quite determined to do this. My research has shown me that the children’s viewpoints of domestic violence are often overlooked in all this. Also that professionals working with children are often unsure about domestic violence.

**Lucy’s methodology**

Through the research Lucy wished to develop her self-understanding and raise the awareness about domestic violence amongst professionals working with children. The human rights of women and children to be free from violence and fear drive her research. Lucy’s methodology are thus feminist and child-centred (Alderson, 2000a; James and Prout, 1990). These deeply held values informed her reading, methods and analysis of her research.

**Mark’s personal research story**

In my research I wanted to find out about how other men experience the early childhood setting. I’m disabled and doing this course has proved to me and to others that I’ve been able to overcome my health difficulties. I’ve proved to people that my health is not an issue and now I find that I have got to prove that my gender is not an issue. It’s funny really ’cos I knew that my health issues would be a struggle but I never thought that my gender would be a struggle.

This research project is good preparation for my own working life as a man in the early years. What prejudices does society hold about men in the early years and how do other men deal with such prejudices? The research project has made me feel more knowledgeable and wised up about being a man in the early years. Hopefully it will now be a bit easier to cope with. I’ve found out about other men’s personal opinions and achievements despite the prejudices and this has really grabbed me. I’ve just got drawn into some articles and books which are so interesting that I just want to find out more.

**Mark’s methodology**

Mark’s personal research story centres around his identity as a disabled man who wants to work with young children. The political context of his research is concerned with gender and disability equality in the early
years. His underpinning methodology is gender awareness within the early years (Cameron, Moss and Owen, 1999; MacNaughton, 2000) and inclusion of people with physical impairments (Booth and Ainscow, 2004). The research has provided Mark with insight into the stereotypes that exist about men in the early years. With the knowledge gained from his research Mark feels more knowledgeable and confident about being a man working in the early years.

Sarah’s research story

I worked in a play scheme and I thought that the friendships that the children formed were really fascinating. These two and three year old children came in, not knowing each other and yet quickly some of them got on with each other very well. These young children made such strong friendships in such a short space of time. They looked forward to seeing each other every day and if someone was away they would ask after them! I found it amazing to watch. I can clearly remember an incident in which I was trying to comfort Anna, a two year old girl, who had just started nursery. Maisy, another two year old girl who hadn’t been at the nursery very long herself, came up to us and gave Anna a big hug saying ‘wants mummy’. I found the ability to empathise at this early age and the desire to help each other quite fascinating. I remember a lecturer quoting from Piaget saying that toddlers were egocentric and didn’t empathise. Well this wasn’t my experience! It made me want to read more about young children and friendships. I mean how do they learn to get along so quickly like this? It was so interesting to see.

I also worked in a school and saw some children who had poor self-esteem and who didn’t have many friends. I was interested in that too. So my general topic of interest focused upon friendship which seems to be so important for children and their emotional well-being.

This research has given me an insight into the emotional development of children’s friendships and how sociable children really are. I would like to be a family counsellor but in the short term I want to work for a charity that helps children and their families.

Sarah’s methodology

Sarah’s work experience has shown her that young children can empathise with other young children’s emotional states at a very young age. She finds this ‘fascinating’ particularly because it contradicts what
she heard in a lecture about toddlers being egocentric and unable to empathise. Sarah has a deeply held conviction about the social competencies and social abilities of young children. This child-centred research methodology led her to use participatory and child-centred research methods which listened to and took seriously children’s perspectives and viewpoints (Lancaster and Broadbent, 2003).

**Gail’s personal research story**

My son is in a Reception class at the moment so that’s a strong motivation to look at this topic. I’m hoping that in the future learning will be an enjoyable thing for my son because at the moment he absolutely hates school.

I am a really strong believer in play. I have worked for many years in a nursery and have seen how children benefit from play. I think my son hates school because there is not enough emphasis on play. I just don’t believe in Reception class that they should be made to hold pencils and taught to write on worksheets. I have an issue with worksheets and they use them everyday at my son’s school. I just don’t agree with this. They should be learning about themselves as learners. All children should be doing stuff to build their self-esteem and social skills and get all the basic skills before they move on. Play is children’s natural way of doing this.

The philosophy behind the Foundation Stage Curriculum Guidance seems to be brilliant. It is play based, but the philosophy is only as good as the people who implement it. With my research I was trying to make the practitioners aware of their practice. It’s really important that teachers reflect upon their practice. So my research was about encouraging this reflection and for the teachers to see what they were doing. I wanted them to know that I knew what they were supposed to be doing with my son. I really wanted them not to do the worksheets with my son.

Soon after, I read an article on children’s perceptions of school and what they thought school was for and what work and play were. This triggered my ideas off and made me realise that I could do research into this area. Before I read this article I wasn’t sure if I could do this research or not.

**Gail’s methodology**

Children’s rights, including a child’s right to play (Alderson, 2000b) is the social justice issue at the heart of Gail’s study. Gail is centrally concerned with the happiness of her son as he starts school in Reception
class. From her experience and reading she believes that young children like her son should be learning crucially important social and emotional skills through play rather than pushed into formal learning at too early an age (Moyles, 1993). Gail’s passionately held beliefs in children’s rights to play led her research to be underpinned by a child-centred methodology (Lancaster and Broadbent, 2003).

Your reflective diary

It is important to carry out such personal reflection on your own and in your own time. Your personal motivations are part of generating the methodology, validity and authenticity of the research project. To begin with give yourself 20 minutes to scribble down any autobiographical ideas that come into your head. Over the course of a few days and weeks revisit the areas of personal interest in your life and see how these issues connect together. This can be done with a handwritten diary or on the computer. Such notes can be kept and begin to make up your personal research diary. Such a personal and confidential research diary will help you in the process of formulating a meaningful research topic and research questions.

Add into your diary the discussions you have had with family and friends and work colleagues about children in your centre, and possibly your own children. Much high-quality early childhood research begins with the researcher’s own children. You may have observed something with the children at your centre or school which really interests you. Perhaps you and your work colleagues and friends and family have been discussing a particular early childhood issue which has fired your interest and you would like to know more about it. Try to look out for the connections between these observations and your autobiography.

The mass media of television, newspapers, magazines, radio and the Internet is constantly reporting and creating childhood crises and concerns. In your research diary you should try to keep note of any such articles or programmes which you have been particularly interested in. If you are a student, you may have heard something in a lecture or seminar which you would like to follow up.

With all the above different inputs into your research diary you should try to keep yourself and your deep personal motivations centre stage. Try to see how the other inputs from work colleagues, family and friends, lectures, the media and books build upon your personal interests. You come first, not the other way around!
High levels of motivation

It is important that your research project is personally meaningful for you because you will need high levels of motivation successfully to complete your research project. It is this enthusiasm and the desire to know that keeps Gail up at night and gets her out of bed early on a wet Monday morning! Such motivation will encourage you to work hard, as Gail records:

If I was doing something I really wasn’t interested in I wouldn’t have the heart to sit there and read a book about it – ’cos I’m so interested I want to read about it. If you’re really interested in it you don’t mind sitting there at 10.00 at night reading a book – you want to know. I send everybody out, including the dog, so I can read! It is such an interesting issue. You really have to be passionate and fascinated and want to make a difference.

Gail wanted her research project to make a difference for her son and her own understanding of the issues of play in early childhood education. Some researchers such as Gail are seeking enhanced clarity around issues that they have long had a personal interest in. Many researchers
wish to gain insight into the area that they are researching in order to develop themselves in some way. Such personal change can lead to enhanced self-confidence and self-esteem flowing from enhanced insight. An enhanced confidence in the area of their interest might lead to job applications in that particular area. Lucy who looked at the issue of domestic violence initially wanted to be a teacher:

but that’s not for me now. This research has given me the confidence to apply for jobs in the area of domestic violence. I now want to work as a domestic violence officer co-ordinating an educational initiative. When I go for interview I know what to say and what questions to ask. This project has really helped me when I start work.

Lucy’s research project, which had deep personal meaning for her, had developed her insight and confidence into the area so much that she was now applying for jobs in the area of domestic violence and preventative educational projects.

Professional motivations

Be selfish with your choice of research topic. Choose a topic which will be of benefit to your career. You are investing a tremendous amount of time and resources into your research project. Make the research count and work for you. If you know the area of early childhood in which you wish to pursue your career, try to arrange to have a meeting with someone in that profession: a nurse, a teacher, a SureStart project worker, a nursery manager. Ask them what areas of early childhood need researching from their professional point of view. Lucy’s research focused upon a range of early childhood professionals’ understandings of domestic violence. This knowledge helped her to secure a job as a domestic violence education officer. If you hope to become an early years teacher, choose an educational topic and appropriate Key Stage setting. If you wish to become a speech and language therapist, choose to study an issue within this topic in the appropriate setting. If you wish to work in some aspect of the SureStart projects then choose to study an area of this major government project in its context.

If the professionals’ ideas fit with your personal interests, then wonderful. If your personal ideas are different from their professional needs then perhaps you can work out a compromise. If you are a further/higher education student then you must discuss your research topic with your tutor and supervisor. Your tutor can often build upon your ideas for your research topic and possibly suggest career pathways.
Focusing on your area of interest

One of the most important ways of finding the specific area you wish to investigate is to read relevant articles and books, check websites, view television documentaries, reflect upon your work experiences and talk through your ideas with your friends, family and tutor. All these information sources are essential so you can begin to formulate opinions and views on key issues within your topic area. From your reading and discussions different ideas will emerge and you will see just how complex your topic area is. New possibilities and interests within the topic area will keep opening up. At this early stage in the research process such new ideas and avenues within your wider topic area are to be welcomed. As a result of your reading and discussions your specific focus may shift and change. Further reflection within your research diary may lead you to change your focus again. Such creative shifts in the focus of your research are normal and healthy and a creative part of the research process.

Once you have decided upon your general topic of interest you should try to focus upon a specific area. At some point within the process of exploring your general topic area you will have to make a decision about what it is you specifically intend to research. A good research study has a particular and specific focus. When starting your research it is easy to go off on many different interesting routes around your research ideas. This is valid and healthy but your work can rapidly lose focus. Many interrelated areas connect with childhood studies, such as education, health, sociology and anthropology. Each area has its own literature and interest in childhood. It is important, therefore, that your personal study

Activity

As you think strategically about your career, answer the following questions:

What areas of early childhood would you like to work in when you complete your course?

How can your research project further your career?

What work opportunities might arise as a consequence of your research?

Have you seen your college/university tutor?

Have you chatted with a professional in the area?

Have you talked your research ideas through with your family and friends?
area is as focused as possible. Five stages can be identified in this focusing process.

1. Identify the general area in which you are interested.
2. Read, read, read in the general area – find out what others have said and done in your area.
3. Reflect upon your work experiences and talk your ideas through with your family, friends and tutors.
5. Try to identify the specific issues within this area that you are interested in.

In the following case study identify the general area that Sam is considering researching.

■ What are the four specific issues that Sam could research?
■ Is Sam’s research sufficiently focused?
■ Do you think this is a problem at this early stage?
■ What should Sam do in order to focus her research?

**Case study**

Sam worked part time in a Reception classroom as a teaching assistant at a local primary school. She was also enrolled to do a childhood studies degree and had to carry out a small-scale research project. Sam has three brothers and has always been interested in issues of gender at home and now at work. Whilst at work Sam wondered why so many boys played with the Lego whilst the girls choose to play in the home corner. This interest in gender issues was confirmed at college by a stimulating lecture on gender and childhood. She began to read in the area of gender and became fascinated in the ‘nature nurture’ debate. Why did boys and girls act so differently at such an early age? Back at work Sam became more interested in the gendered aspects of her work. Why were all the classroom assistants and teachers female except for the male headteacher? She spoke to her friends at other schools and this confirmed that there was only one man in the early years in the town. She wondered why this might be.

At playtimes Sam observed how boys and girls would often choose to play in separate gender groups. She found some articles on the Internet about children and friendship groups and became very interested in gender and friendship and what the connection might be.

In the classroom Sam had noticed how some of the girls seemed to be much more interested in reading books and writing stories than did some of the boys. She
In the above case study Sam is going through the normal process of talking and reading as she attempts to specifically identify the focus of her research topic. Sam has decided that her general interest is in the area of gender. Through her work experiences, chatting with friends, library and Internet literature searching she has developed many related gender interests:

- gender and friendship
- gender and literacy
- gender and inclusion issues throughout the school
- teacher’s gender and career issues.

Each of the above issues is so big that they could be the worthwhile study of four separate investigations in their own right. Sam must focus upon exactly which of the above gender issues she will pursue further.

After further reading and reflection at work, and discussions with her tutor, Sam decided to focus her interest upon gender and friendship groups. She made this choice because the other issues were too big within the six-month time frame allowed for her project. She had a good relationship with the children and wished the study to focus upon children’s gender and their friendship groups.

**Activity**

Look at the general research area that you are interested in. Now try to make this general research area more focused and specific to one particular issue.

What is it exactly that you wish to find out more about?

Complete these sentences:

In my research study I wish to find out more about …

I want to look at this specific issue because …

Writing your research questions will help you to focus your interest of study on a specific area.
The overall research questions and the field questions

There are two main types of questions in research. The overall research questions structure and frame the research project and, to a certain extent, are answered by the whole project. This chapter is concerned with these large overarching general questions of the study which define and clarify the limits of your study. The field questions are the actual, specific detailed questions that the researcher asks people in interviews and on questionnaires. Chapters 6, 7, 8 and 9 look at the more detailed questions which you actually ask people in the early childhood setting. These field questions are used later in the study to collect evidence for your project to answer the overall research questions.

The importance of the large overall research questions:
- define the limits and context of your study
- clarify the purposes of the study
- help to concentrate and focus your thinking, reading and writing upon the specific area
- help to clarify the methods – that is, sort out what you actually need to do
- keeps your research going in the right direction for the duration of the study.

Getting your research questions right – breadth and depth

It is a difficult but important task for the researcher to make their research questions ‘just right’ (Clough and Nutbrown, 2002). Getting the balance of making your research questions sufficiently broad to make your work interesting and at the same time focused enough so that you can actually answer the questions in your short time frame, is quite a skill.

A good research study has specific and doable research questions. Your research questions will keep bringing you back to exactly what it is you are looking at in your work. The wonderful thing about good research questions is that they will help your work to have both breadth and depth. On the one hand, your research questions need to be sufficiently broad to engage with the wider political and social context of your work. Your research study needs these wider connections to make your study relevant, significant and interesting. On the other hand, the
questions must be specific and detailed so as to ensure depth and clarity of purpose in your work. Such specific questions will help to ensure that your work does not ramble. Your questions also need to be doable and realistic for you to answer within your limited timescale. When your tutor finally marks your work, he/she will be looking to see whether or not your study has answered your overall research questions. Writing specific and doable research questions is a process. In the light of your ongoing reading and discussions they will shift and change.

**Activity**

Do your research questions allow your work to be sufficiently broad to engage with the wider issues?

Are your research questions specific and focused enough to avoid your work being rambling and disconnected?

Look back again at Sam’s case study. The following demonstrates questions that are too big or too small, and those that may be considered just right for Sam’s purposes.

**Sam’s research topic on gender and literacy**

Three research questions which are too big:

1. Why do the boys not read very much and why do the girls read a lot?
2. Why do girls do so much better at tests in the school?
3. What sort of things do boys like doing at school?

These questions are too big because they do not define the limits of the study. They are unfocused. The context for the research has not been established. Which boys and girls, and whereabouts are they located? The questions also carry assumptions concerning *all* boys and *all* girls, and such issues have not yet been established. The third question does not relate to the first two.

Three questions which are too small:

1. Is Jack a good reader because his father is a teacher and reads with him at home every night?
2. What impact upon Jack’s reading was there after reading a football magazine with him?
3 Is the fact that Jack is left-handed significant for his literacy development?

These questions are clearly too small to be of sustained interest over a period of time. The questions focus upon one girl and one boy and make assumptions about their literacy development. The project would have more validity if it encompassed a wider range of children and viewpoints. The final question focuses upon one literacy event and ignores the girls.

Three questions which are specific and doable:

1 How do all the various stakeholders within the children’s centre understand the term ‘literacy’?

2 Within the children’s centre what are the variety of contexts for literacy events?

3 What similar and different literacy events do boys and girls participate in?

The first question opens up the concept of literacy. This question allows all the members of the school – the children, the teachers and the parents – to define how they understand literacy. It is an inclusive question and begins to point towards the methods of actually collecting the evidence for the study. The second question allows the study to explore what literacy events occur within the children’s centre. This question encourages the researcher to observe and critically watch what goes on in a Foundation Stage classroom. It is a sufficiently broad question to allow the researcher to make connections from many observed relationships and activities towards an inclusive definition of literacy. The third question focuses upon the gender issue. Only after having established what literacy is and why, and in what contexts it occurs, can we focus upon gender and literacy. The question pointedly states that there will be similar and different literacy activities with the boys and girls. This question will prevent the researcher from making generalisations about all boys and all girls.

Activity

Now try to write three or four specific questions for your research topic. Remember that writing research questions is an ongoing process and will take several attempts until you are completely confident of them.

For each question that you write:

- Reflect upon whether it is too big or too small until you feel that it is ‘just right’.
- Go through your questions and ask yourself ‘what do I need to do to find an answer to this question?’ In this way you will begin to identify the actual tasks that could be done to answer each question, for example, library research, questionnaires, interviews, observations, diaries, drawings and photographs.
Doing a pilot study

A pilot study often involves gathering evidence and information from people before you carry out the larger study. A pilot study can help to check that your research topic and research questions and planning are going along the right lines (Figure 2.1). A pilot study is critical at the beginning of your study because it will alert you as to whether or not your research questions, approaches and proposed research methods are specific, ethical and actually doable. In the light of the findings of your pilot study, your research questions and plan might well need refining and re-phrasing with some changes. Such changes to your plan must be seen as a positive step because a pilot study is concerned with reflecting upon and revisiting your work to date.

Figure 2.1 Diagram to show the relationship between the overall research questions and the pilot study

Lucy’s pilot study

For her pilot study Lucy had informal chats with two teacher friends and a domestic violence officer about her research project. She also trialled her interview questions. She needed to do this to clarify in her mind what the field questions would be for her survey questionnaires. Lucy was interested to note that in each of three open-ended discussions remarkably similar issues arose. Lack of adequate training and knowledge as to how to respond to children who were experiencing domestic violence at home was an unexpected recurrent theme. These and other
issues formed the basis of the themes asked about in her questionnaires which she then sent out. In addition she then trialled the questionnaires themselves.

**Sarah’s pilot study**

Sarah’s pilot study included a series of observations in the classroom in which she was to carry out her research on friendships. As Sarah watched and talked through her plans with the classroom, she realised that she would have to be much more focused in her topic. She observed that friendships in the classroom were based upon a whole range of issues including socio-economic class, ‘race’, gender, children’s self-esteem, age, networks outside school, the teacher’s planning and responses to children, physical disability and ability. Although each of these issues contributed to children’s friendship in some way, Sarah needed to focus upon just one issue. She chose the issue ‘friendship and gender’ for her focus. However, Sarah was aware that the issues mentioned above might be equally as important as gender and acknowledged this as a limitation within her study.

Such pilot observations also served the purpose of helping the children to build up a relationship with Sarah and learn to trust her. Sarah’s pilot study reinforced what she had read about children perceiving her as a teacher and how this would impinge upon the children’s spontaneity in discussions with her. This realisation led her to adopt drawings as a research method, since the children seemed freely and spontaneously to draw when given the opportunity. Hence the importance of the pilot study in alerting her to more appropriate research methods.

**Summary**

This chapter has:

- provided the reasons as to why you need to think passionately with your heart and strategically with your head when planning the area you wish to research
- discussed the central importance of keeping a reflective personal diary
- discussed the critical role of research questions in helping you to focus upon a specific issue
- demonstrated the ways to write focused overall research questions.
Recommended reading

Chapters 1 and 2 provide sound arguments for your work being personal and making connections with wider political issues.

This book provides a fascinating account of practitioner researchers’ involvement in personal early childhood studies research projects.