

● **child studies** ○

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**EDITORIAL – CHILD STUDIES AS A POLYCHROME  
MOSAIC OF PERSPECTIVES**

**EDITORIAL – OS ESTUDOS DA CRIANÇA COMO UM  
MOSAICO POLÍCROMO DE PERSPETIVAS**

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The journal Child Studies is publishing another issue, once again comprising a diverse range of contributions from theoretical and applied perspectives. The papers included in this sixth issue illustrate the relevance of the field and its multiple and multi/interdisciplinary dimensions, in line with the multi-perspective approach of this journal. This field of study is generated from a polychrome mosaic of perspectives, unified by a common focus: the child.

The first paper of the issue presents a study that differs from the standard format of papers. It is a collaborative article exploring child-centredness as a theoretical and methodological concept. It reflects on what it means to centre children in research. Their 14 authors offer a set of complementary and questioning points of view, challenging us to rethink the way we do research and to densify our view of the object of study.

The second paper, authored by Joana Cruz, Diana Brito, Maria Catarina Pinho, Bruna Rodrigues and Irene Cadime, offers a reflection on children's reading mechanisms, with a particular focus on reading proficiency. Proficiency in reading is defined as the ability to read a text with ease, expressiveness, intonation, appropriate pauses and accuracy. The authors seek to establish a correlation between prosody, a variable that has been previously studied in other cases, with motivational variables, thereby expanding the scope of the study. The paper provides insights for educators, particularly in terms of fluency interventions.

The third paper presents an analysis of children's literature by Roberta Pinheiro Assé. Rather than focusing on literary production in isolation, the paper situates this within a broader dialogue with social scientific and comparative studies of childhood in Portuguese. This approach is informed by a commitment to listening to children's voices and to undertaking analytical readings of picture books. Furthermore, the text incorporates a comparative analysis of children's literature in

two Portuguese-speaking countries: Portugal and Brazil. This enables an intersection of perspectives.

The fourth paper, authored by Tamyris Caroline da Silva and Tania Teresinha Bruns Zimer, explores the perspectives of children from a state primary school in Brazil on the connection between play and mathematics. Rooted in qualitative methodologies, it seeks to capture children's perspectives through drawings, photographs, and group interviews. The findings yielded from this study offer significant insights into the manner in which children perceive mathematics, highlighting its interconnection with particular school environments (e.g., sports courts, playgrounds) and activities (e.g., chocolate-based fraction lessons). The paper culminates with the presentation of recommendations that advocate for the integration of play-based learning methodologies within pedagogical approaches to enhance mathematical education.

The next paper is authored by Inês Ferraz. She analyses reading issues in children with specific learning disorders. The author emphasises the role of reading skills in personal development and social integration, and points out that specific learning disorders affect a large number of school-age children, with the potential to compromise the future prospects of many of these children. The paper analyses the prevalence of this learning disorder, its possible causes, the diagnostic process, its consequences, and its warning signs for children from an early age.

Finally, the present volume includes a paper by Johanna Sjöberg. The author looks at how images of children are used, discussed and studied across different academic disciplines, in order to ascertain their relevance in research. To do so, she draws on a collection of 423 articles published between 2010 and 2023. The analysis reveals that the majority of studies do not focus on children's pictures in isolation, but rather on their appropriation for purposes that extend beyond the realm of image or artistic concerns.

As this almost telegraphic presentation suggests, the studies collected in this volume of the journal *Child Studies* show the plural and complementary perspectives that contribute to the construction of comprehensive knowledge about children today.

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