

Example annotated bibliography

Common parts (241 words)

Full reference

Freeman, C. (2010). Children's neighbourhoods, social centres to 'terra incognita'. *Children's Geographies*, 8(2), 157-176.
doi:10.1080/14733281003691418

Research topic/question

This article investigates the changing social function of neighbourhoods for children. In particular, it explores the extent to which children have social contact or 'connectivity' with their neighbourhoods and if there are differences that are related to neighbourhood type or other factors. **The study was conducted in Dunedin and focused on 92 children, aged between 9 and 11.**

Research context

In terms of factors that influence social connectivity, the study found that the proximity to school matters: children who live close to their school have a stronger neighbourhood connection than children who commute to school. For example, children living close to their school could provide detailed descriptions of people in their area, including their names. They could also identify many more homes of friends in their own neighbourhoods. A second finding was that there appeared to be little relationship between the degree of social connection and the attributes of children, such as gender or ethnicity. The most significant finding was the relationship between a child's independence and social connectivity. The interviews with children identified that those with higher independence tend to know more people in their area. (Their level of independence was measured in terms of the extent to which they were permitted to visit places in their neighbourhood unaccompanied by an adult.)

Findings/results

In their conclusion, the authors argue that children "have the right" (p. 174) to participate in their communities and benefit from daily, independent social interaction with people in their neighbourhoods.

Overall finding/significance