

## A case for action? Skills for active citizenship research



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# A case for action?

## Skills for active citizenship research

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# A case for action?

## Skills for active citizenship research

### Introduction

#### Citizenship

Citizenship education is an important part of the development of young adults. It enables them to learn about their rights and responsibilities, and to understand how society works and decisions are made. It encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Citizenship addresses the concepts of social justice, human rights and global community, and helps young people to develop skills of critical thinking, debate and participation. Through citizenship education, young people are encouraged to play an active part in the democratic process by expressing their views, having a voice and taking actions that make a difference to the communities in which they operate, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning.

Experience of the post-16 citizenship programme suggests that citizenship education can be delivered effectively in a variety of ways, including investigations, campaigns and events such as debates. Particularly effective is the use of art, photography, video-making, role play, simulations and performances such as dance, music, comedy or drama. Whichever approach is used, learners and facilitators need to be clear about what is to be learned.

#### The ten QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and on behalf of others.

*(Play your part: post-16 citizenship, QCA 2004 p 21)*

The QCA guidance, *Play your part*, provides advice on the seven forms of provision for post-16 citizenship. Research projects are one form of this provision. It is also planned to offer the opportunity for projects to all young people, as part of the government's reforms to 14-19 education, for example within specialised Diplomas or alongside A levels. The skills developed through project work are valued by employers and higher education.

## Skills for active citizenship

Most of the QCA learning objectives involve skills that are learnt, measurable behaviours. Effective citizenship relies heavily on young people learning and practising skills, and then applying them appropriately to different types of citizenship activity.

It is often assumed that skills can be learned through a one-off taught lesson, or can be 'picked up' simply through experience. But the process of learning skills effectively includes a number of different stages, with reinforcement and reflection built in at each stage.

At a skills seminar hosted by the Learning and Skills Network, young people and practitioners identified the stages that enable skills to be learned effectively. The stages are:

### ■ Identifying skills

During this stage, learners need to talk explicitly about what skills are; how, for example, they are different from attributes (such as confidence, patience, tolerance), and what knowledge and understanding are needed to acquire a skill. They should discuss which skills they will need to learn for different activities, to consider whether they have already used these skills and to assess how proficient they already are.

### ■ Developing skills

Once learners have considered what skills are, which ones they need to use, and whether they are already competent, they can begin to develop appropriate skills through various activities and interventions by the facilitator.

### ■ Practising skills

Skills should be used in a variety of different contexts and environments, in low-risk situations in which constructive feedback is received. Learners need the opportunity to reflect on how their skills are developing.

### ■ Consolidating and applying skills

Active citizenship involves young people participating with members of the wider community. In these higher-risk situations, they can apply the skills they have learned and practised within their learning organisations.

### ■ Reflecting and reviewing skills

At each stage, learners need the opportunity to reflect on their skills development and review what they still need to improve. Self-assessment is an important part of the learning process.

## Active citizenship research

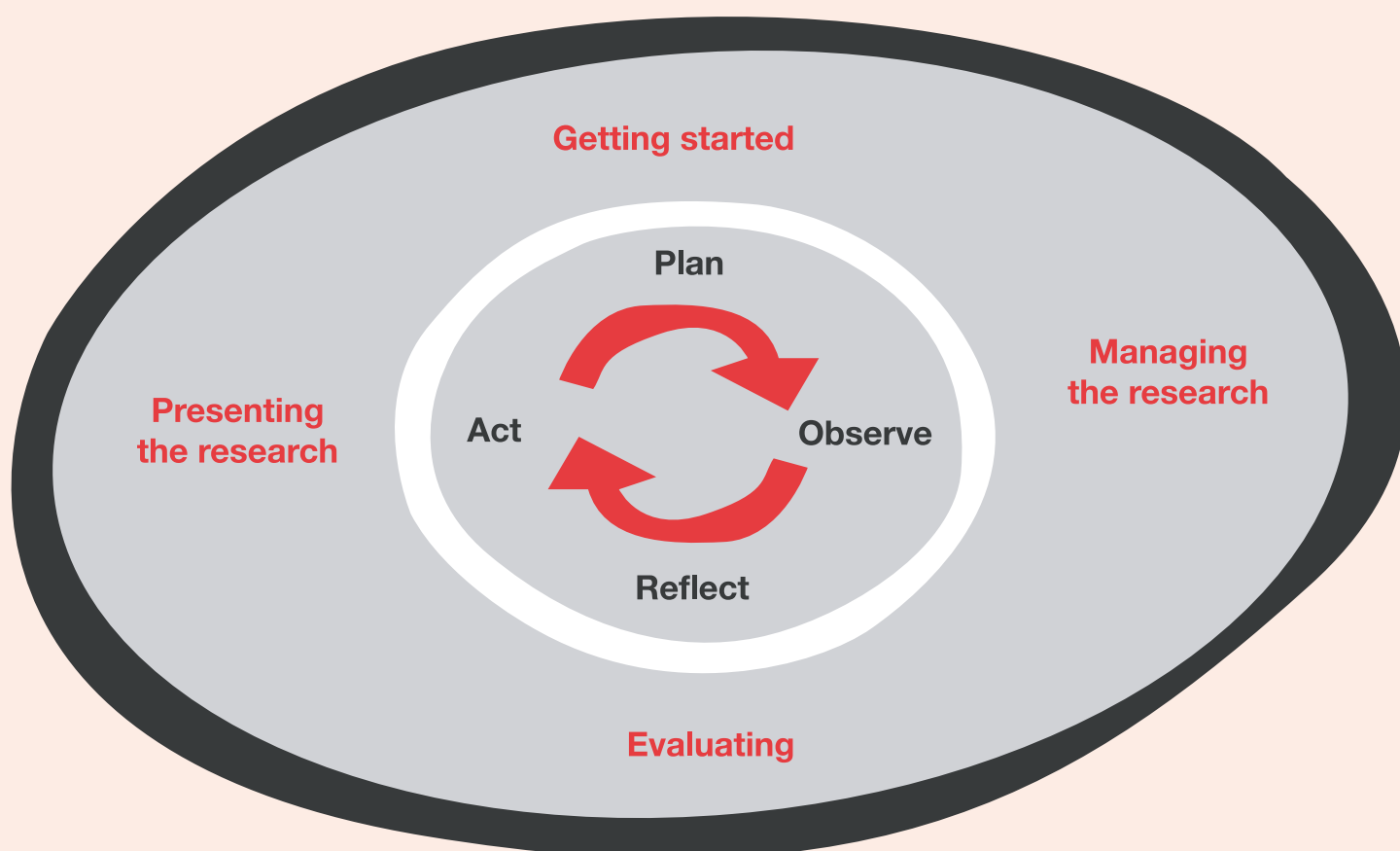
Like citizenship, action research is about having a positive effect on the quality of people's lives. It is about seeking improvement both for the individual and for public and political reasons. As a form of practical enquiry it involves skills in planning, observing, reflecting and acting. Citizenship issues are usually bound up with the values of those involved, and it is easy to dismiss the views of others when you don't agree with their values, creating a potential for conflict. Evidence becomes all the more important when values are involved. Research projects offer one way of gathering this evidence, to find out the views of others and to inform opinions and action.

In this short booklet it is not possible to cover in depth all aspects of research. Practitioners will need to refer to other sources for detailed explanations of research methods, for example. This pack aims to:

- describe the skills and associated knowledge needed to carry out action research in a citizenship context
- support the development and application of these skills.

It can be used by staff with learners, or by learners engaged in training their peers.

Although the contents of this pack are presented in a particular sequence, active citizenship research is not a linear process. Each stage of the research process involves working through cycles of planning, observing (information collection), reflecting and acting. The outcomes from each cycle may require revisiting earlier stages, for example to make changes to the original plan, or to re-negotiate the way the project proceeds.



The aims of this section of the pack are to help researchers in:

- choosing their project topic and developing a proposal
- planning their project
- developing communication, decision-making, negotiation and planning skills.

## Activity A1

### Getting off the fence – choosing a research topic

#### Background, organisation and resources

This activity is designed to help participants identify their project topic and understand what is involved in active citizenship research. You will need a supply of sticky notes, a flipchart for each group of 3 or 4 and copies of the resource sheet 'Getting off the fence' (page 7). You may need to provide some additional stimulus material, such as a selection of newspapers, to prompt thinking about issues. Follow-up opportunities will be required for further exploration of possible topics and firming up ideas. Each participant should be given a copy of the project proposal template (or alternative version).

#### Aims of the activity

- To identify citizenship research topics of strong interest to the learner
- To develop understanding of the key features of action research
- To develop communication skills.

#### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>■ understand what makes an issue suitable for active citizenship research</li> </ul>
Consider the social, moral and ethical issues applying to a particular situation		<ul style="list-style-type: none"> <li>■ know how own values may influence decisions about the research</li> <li>■ understand the importance in action research of considering social, moral and ethical issues</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting an opinion clearly</li> <li>■ giving reasons for the opinion</li> </ul>	



## Tasks

### Task 1

Participants will need to work in groups of three or four around a flipchart. Give out sticky notes to each group. Ask participants to think about citizenship issues, for example issues reported in the media that make them angry or concerned – things they think are not fair or not right – and in one minute write as many issues they can think of on the sticky notes (one issue per note). The notes should be put on the flipchart.

Next, within the small groups, ask each member to present their opinion on one issue, giving reasons why that issue makes them angry or concerned. They should discuss briefly (about three minutes) what they think could be done about each issue. With the group as a whole, request feedback on some examples of the issues discussed. Make clear, with reasons, those (with a social or political focus) that would count as citizenship or what could be done to turn others, perhaps more personal issues, into ones with a citizenship perspective.

### Task 2

In the same groups ask participants to spend two minutes thought-showering (using their flipchart) what they think research is all about – what it involves doing. Request some feedback and discuss the flipcharts with the whole group.

Explain that action research is an approach that is particularly appropriate for active citizenship projects. Hand out the resource sheet 'Getting off the fence' (page 7). Read through the sheet with them and explain each key feature of active citizenship research:

- informs the researcher and others about real political, social, economic or environmental issues
- involves a strong personal commitment to the topic and taking some action to bring about improvements to the quality of life – change or influence things
- has to take account of social, moral and ethical considerations
- involves the researcher in being aware of their own position on the topic and how their values and action may influence the research and impact on others
- involves the researcher in being open to the viewpoints of others who may or may not share their beliefs
- requires the researcher to be realistic about what can be achieved – prepared to make compromises and work within time and resources constraints.

## Task 3

Introduce the research proposal template (pages 29 to 36), or similar, and working in pairs, invite participants to look at Part A of the template and ask each other the following questions:

- what citizenship issue most concerns you – what would you really like to research?
- why does it matter to you?
- how could you use action research to do something about this issue?
- what might stop you doing the research on this issue?

Invite some feedback from the discussions.

## Task 4 – Reflection

Ask participants to imagine a line running down the room, with one end being ‘very confident’ and the other end ‘not at all confident’. Explain that you will read out a statement and they will be given one minute to reflect on it and decide where to stand on the line. Repeat the steps with the other statements.

- 1 Knowing the difference between a citizenship issue and a personal issue
- 2 Choosing a project topic about a real political, social, economic or environmental issue
- 3 Identifying improvements that could be made through a research project
- 4 Being able to take into account social, moral and ethical factors
- 5 Being able to do the research in the time available

Ask participants to record what they need to do next to firm up on their research topic and develop their confidence in one or more of the above areas, for example have a discussion with their project tutor, do some further exploration of topics that may be of interest using the Internet or other library resources, visit a community organisation to get ideas.

## Follow-up action

Invite participants to do the following tasks before the next session:

- act on the next steps they identified in Task 4
- complete Part A of the project proposal template or similar

## Getting off the fence – what is active citizenship research?

### What is your concern?

Active citizenship research **focuses on real political, social, economic and environmental issues**. It is about being socially and morally responsible, community involvement and applying political knowledge and understanding to issues of concern.

In active citizenship research it is important to have a **strong personal commitment to the topic and to taking some action to bring about improvements**. It's worth the effort to make sure the topic is of real interest – this will be more likely to lead to a successful project.

### Why does it matter?

Active citizenship research **aims to improve the quality of life** – change or influence things – and as such **has to take account of social, moral and ethical issues**. You need to be clear about the reasons for your interest in doing the research project and **aware of how your action and values** – what you believe in – **may influence the research and impact on others**.

Research means **being open to the viewpoints of others**, who may or may not share your beliefs, as well as being aware of your own position.

### What can be done about it?

**Doing something about an issue** is a critical feature of active citizenship research. Imagine how you would like the situation to be if the issue was addressed. How might your investigation contribute to achieving this ideal situation?

However, you will need to be **informed and realistic about what can be achieved**. You may hope to change things, but remember that others may not agree and there are likely to be constraints. All research **involves making compromises and is limited by time and other resources**.

## Activity A2 Developing a research proposal

### Background, organisation and resources

This activity is designed to help participants develop their research proposal. You will need copies of the resource sheet 'Developing a research proposal' (page 11), Task sheet 1 (page 12) photocopied onto A3 paper and Task sheet 2 (page 13), plus sets of skills cards for each participant, photocopied and cut up from Task sheet 3 (page 14). Participants will also need a sheet of flipchart paper each, plus pens, and a copy of their research proposal template (they should have completed Part A). You will need to have to hand examples of citizenship concepts of relevance to participants' topics, including references for further information. Follow-up opportunities will be required for refining proposals, including time for discussion with their project supervisor and completing the project proposal template (or similar).

### Aims of the activity

- To identify the focus of the project – key aspects of the topic, citizenship concepts and research questions
- To think through initial ideas and draft a proposal
- To identify some of the skills needed for active citizenship research and develop decision-making skills.

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues	<ul style="list-style-type: none"> <li>■ identifying relevant aspects of a topic</li> </ul>	<ul style="list-style-type: none"> <li>■ show understanding of a citizenship research topic</li> </ul>
Show understanding of key citizenship concepts		<ul style="list-style-type: none"> <li>■ understand how the proposed project topic relates to citizenship concepts</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting aspects of a project topic and giving reasons for the interest</li> </ul>	
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>■ making and listening to contributions about possible research topics/questions, and research tasks/skills</li> </ul>	

## Tasks

### Task 1

The main aim of the task is to consider the focus of projects – the aspects participants think are worth researching and of most relevance to citizenship. Review their experience of completing Part A of the research proposal (or similar) and use Part B to introduce the next stage, together with the resource sheet 'Developing a research proposal' (page 11). Describe what needs to be done to complete Part B of the proposal. The input should include an explanation of citizenship concepts and the importance of keeping a record of what has been read and discussed about the topic. It may be helpful to provide references to sources of further information about concepts of relevance to the chosen topics.

### Task 2

Pairs working on a group project or similar project topics will need to work together. Give out Task sheet 1 (page 12). Ask each participant to write their project topic at the top of the pyramid and then, on the next line, break this topic into two main areas of interest. Follow down the lines of the pyramid as far as possible, each time focusing on more detailed aspects of the topic. Invite participants to circle the aspect or aspects of the topic they are most interested in researching and to discuss with their partner the reasons for their interest.

### Task 3

Form groups of 4 and give each participant a sheet of flipchart paper. Ask them to write their project topic at the top of the paper. Flipchart papers should then be displayed on a table, floor or wall. Invite each group member to write on the flipchart sheets one question they think would be interesting to research about that particular topic. After 10 minutes offer everyone an opportunity to look at the questions displayed on the sheets and to add any questions.

Participants should then reclaim their flipchart sheet and use the information to consider questions they would be most interested in exploring, or alternative questions. Ask them to highlight one or two questions of most interest.

### Task 4

Hand out Task sheet 2 (page 13). Ask participants to write their project topic and main research question at the top. Invite them to walk around the room asking each other for one example of each type of information source they could use to research their topic, e.g. an example of a type of document, such as a book, newspaper article, minutes of a public meeting. Stop the activity after five minutes.

Form two groups and request that they discuss the outcomes from the above task. Then ask Group 1 to identify methods that could be useful for gathering information from people. Ask Group 2 to identify methods that could be useful for gathering information from an event – a situation or activity. After five minutes, invite feedback, record on a flipchart and discuss outcomes.

### Task 5 – Reflection

Hand out to each participant a set of skills cards from Task sheet 3 (page 14). Ask them to reflect on the skills cards and think of examples of when they might have used these skills before. Next ask them to draw a face on each card according to how confident they feel about applying each skill to their research:



Invite participants to hand in their cards. Identify the skill strengths in terms of confidence of the group as a whole (not individuals) and suggest ways they could develop skills they feel least confident about.

### Follow-up action

Invite participants to do the following tasks before the next session:

- carry out some further investigation of their topic and identify the citizenship concepts of specific relevance to their project
- keep a record of the sources of information used and brief notes of the outcome of their investigation
- take opportunities to develop some of the skills needed for their research
- complete Part B of the project proposal template or similar.

## Developing a research proposal

### What is the project focus?

You may have an issue you wish to investigate. But as it will not be possible to do everything, priorities have to be decided.

**Focus on what you think is worth researching and what you want to find out that is most relevant to citizenship.**

**Do further reading and have discussions** to discover more about the topic and citizenship concepts, such as power and authority, rights and responsibilities, democracy, equality, diversity, justice, that relate to it.

**Keep a record of people you have consulted and the material you have read** so you can refer back to it at a later stage. You may wish to use index cards, a notebook, ICT or audio record. Include a reference to the author/source, title, date and a short description of what the material (e.g. article, book, website) or discussion is about.

### What is being proposed?

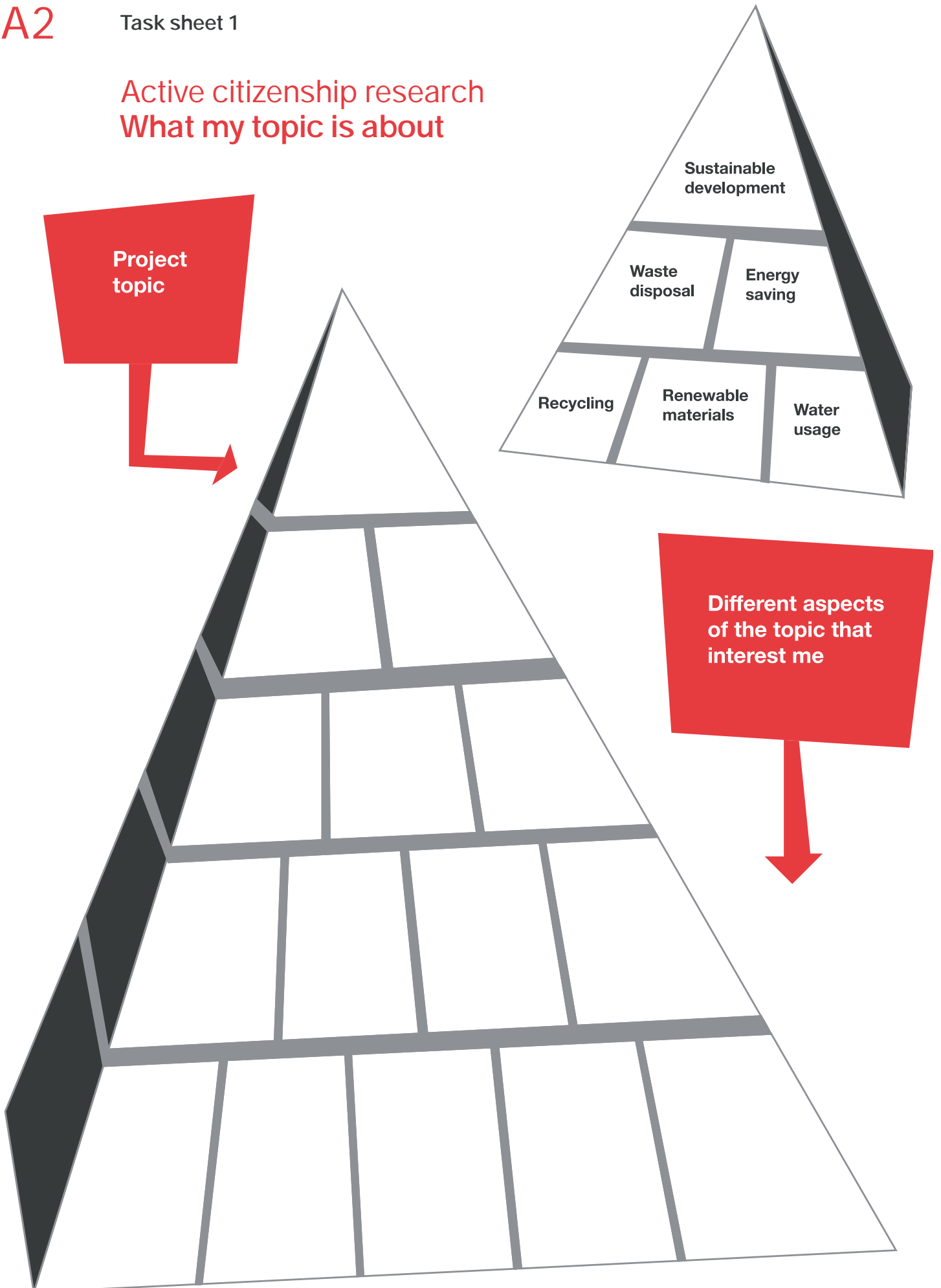
In developing a research proposal, it is important to **have an idea of what you might do in the time available**. For example, the **sources of information** you might use, such as:

- documents, e.g. books, articles, papers, reports, notes of meetings, diaries...
- ICT sources, e.g. the Internet, databases, other records
- people, e.g. those with different views about a local issue, consumers of a particular product, service users, 'experts' in your research area...
- events, e.g. a meeting, situation, process, activity...

Also, **methods of gathering information** you might use, such as reading, observing, interviewing, using questionnaires, taking photographs, video or audio recording.

**Be prepared to develop some new skills** to enable you to use these sources and methods, and manage information for research purposes.

Active citizenship research  
What my topic is about





## Active citizenship research

### Types of information sources

Research topic:

Research focus:

Ask as many people as possible in the time available (five minutes) for an example of each type of information source that might be relevant to your research. Record the answers below. When asked, offer your suggestions for sources others might use in their research.

Types of documents	People
ICT sources	Events

## Active citizenship research

### Research skills

Photocopy this page and cut up into sets of skill cards.

Skills in making decisions about research focus	Skills in completing a research proposal	Skills in negotiating a research proposal
Skills in identifying relevant sources of information	Skills in obtaining information from documents	Skills in obtaining information from ICT sources
Skills in obtaining information from people	Skills in obtaining information from events	Skills in selecting relevant information
Skills in organising information	Skills in analysing information	Skills in using information to plan research

## Activity A3

### Negotiating a research proposal

#### Background, organisation and resources

This activity is designed to help participants practise their negotiation skills. Participants should bring their project proposal and enough space will be needed to run a carousel activity (two concentric circles or two lines with sufficient chairs for an even number of participants). The latter activity also requires copies of Task sheet 4A (page 19) and Task sheet 4B (page 20). Each discussion group for Task 3 will need a flipchart for recording their top tips, and sheets of A4 paper will be required for the reflection task.

#### Aims of the activity

- To provide an opportunity to practise skills in negotiating a research proposal
- To enable participants to obtain advice on their proposal
- To prompt reflection on research proposals and how they might be improved

#### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate skills of negotiation and participation in community-based activities	<ul style="list-style-type: none"> <li>■ explaining clearly own proposal</li> <li>■ listening to other views</li> <li>■ arguing a case</li> <li>■ agreeing best solutions</li> </ul>	<ul style="list-style-type: none"> <li>■ show understanding of a citizenship research topic</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting project ideas clearly and succinctly</li> <li>■ giving reasons to support the proposal</li> </ul>	
Represent a point of view on behalf of others	<ul style="list-style-type: none"> <li>■ asking questions and presenting views in the role of project supervisor</li> </ul>	<ul style="list-style-type: none"> <li>■ understand the responsibilities of a project supervisor</li> </ul>

## Tasks

### Task 1

Check that participants have a proposal in mind – however provisional this might be. Talk through the resource sheet 'Negotiating the research proposal' (page 18) and discuss the skills needed to negotiate successfully.

Hand out Task sheet 4A (project researcher, page 19) and allow time for participants to prepare a two minute description of their project proposal.

Hand out Task sheet 4B (project supervisor, page 20) and explain the role of a project supervisor.

### Task 2

Arrange chairs appropriately for a carousel activity (either 2 concentric circles, or 2 lines, with chairs placed opposite each other). As reminders, ask participants to put Task sheet 4A (page 19) for 'researchers' on the chairs in the inner circle or one line and Task sheet 4B (page 20) for 'project supervisors' on the outer circle chairs, or other line.

Invite (an even number of) participants to take the seats, ensuring that they are facing each other in pairs and then explain and start the task (it should be run at a brisk pace).

- 1 Ask participants on inner circle chairs (or on one line) to present, **in two minutes**, their research proposal in a way that aims to persuade the project supervisor facing them that the project is worthwhile and practicable.
- 2 After two minutes, blow a whistle or clap loudly to stop everyone. Invite 'project supervisors' to ask questions and then inform their partner as to whether, or not, they would agree to the project as presented or ask for changes to be made. If not agreed, the researcher should have a further minute to try and negotiate a mutually acceptable solution or a compromise.
- 3 Next ask participants in the outer circle (or line) to move one place to the right, so they are facing a new partner. Repeat steps 1 and 2 (five minutes in total).
- 4 Request a further move to the right by those in the outer circle and repeat steps 1 and 2.
- 5 Invite participants to swap places, so that those in the inner circle (or one line) are now sitting in the outer circle (or other line) and allow them a couple of minutes to re-read their task sheets.
- 6 Ask those in the outer circle to move one place to the right and repeat steps 1-4.

### Task 3

Invite those from the inner circle to form a discussion group and those from the outer circle to form another group. Ask each group to discuss and list, on a flipchart, top tips on negotiating a research proposal: Group A, their own top tips for researchers and Group B their top tips for project supervisors.

Request feedback from each group and open the discussion to review the points raised.

### Task 4 – Reflection

In the light of the above discussion, invite participants to reflect on their project proposals (using the completed template if they have it).

Ask them to draw themselves on a piece of A4 paper with two speech bubbles: one bubble should be used to record something about the proposal they are particularly happy about; and one bubble to record something they may need to re-think. The paper should be kept with the project proposal and followed up.

## Follow-up action

Invite participants to do the following tasks before the next session:

- refine their research proposal
- obtain approval from their project supervisor (and any others, as needed) so they will be able to move on to the planning stage
- log skills demonstrated.



## Negotiating the research proposal

### What is being proposed?

You will need to **convince your project supervisor**, and perhaps a senior manager, that **your proposal is manageable**. Others, for example co-researchers and participants in the research, will also need persuading that it is worthwhile.

The aim of negotiation in active citizenship research is for all those involved to agree on the way forward. This may involve you in making changes to your research proposal, for example for legal, ethical or practical reasons. But you should **be prepared to argue your case** for those aspects of your proposal you feel are essential. A Research Proposal form can be used to help you prepare your case.

### Top tips for successful negotiation

To be successful in negotiating your research proposal you will need to:

- **be clear** about what you want to achieve from the discussion (your objectives)
- **explain** your research proposal clearly and persuasively, answering questions with confidence
- **listen** carefully and acknowledge what the other person is saying, e.g. ask questions or summarise their points, to check you have understood their position
- **argue your case**, but be open to reason to achieve a mutually acceptable solution to any problem with your proposal, especially manageability. If this is not possible try to reach a compromise
- **keep objectives in mind** and think through how any compromise might affect your project
- **record** accurately what is agreed.

## Active citizenship research

You will have **two minutes** to present your research proposal to the project supervisor sitting opposite you. It is in your interests to develop a good working relationship with him/her.

Very briefly describe:

- your research topic and focus
- your reasons for researching this aspect of citizenship – why it is important to you and of public interest
- what you hope to achieve as a result of your research
- initial ideas, e.g. time-scale, possible sources of information, methods for gathering information.

Then be prepared to answer questions. You may need to convince the project manager that the research is both worthwhile and manageable.

If you are told the proposal does not gain approval, try to achieve a mutually acceptable solution to any problem or, if necessary, reach a compromise.

After a total of five minutes, you will have an opportunity to present your proposal to another project supervisor. You may wish to make changes to what you say.

## Active citizenship research Project supervisor

You are a project supervisor. It is your responsibility to support the researcher in developing their proposal and to develop a good working relationship with her or him. But you will also need to be alert to any potential problems for your organisation if you approve the research proposal.

You will be presented with a brief project proposal (two minutes) and then have the opportunity to ask questions to check that you are happy with what is being proposed. In particular, check that the research will be manageable.

If you are not convinced the proposal should be approved, please tell the researcher your concerns and give him/her the opportunity to try and negotiate a mutually acceptable solution to any problem, or compromise.

After a total of five minutes, you will have an opportunity to meet another researcher and repeat the task.



## Activity A4

### Making a start – planning research

#### Background, organisation and resources

This activity is designed to help participants plan their research and understand what is involved in each stage of the process. For Task 1, you will need copies of the resource sheet 'Planning the research' (page 24). For Task 2, you will need sets of cards for each participant, photocopied and cut up from Task sheets 5A (research tasks, page 25), 5B (research people, page 26) and 5C (research skills, page 27). Copies of resource sheet 'Data collection' (page 28) are needed for Task 3, plus details to hand of the main requirements of the Data Protection Act, Child Protection legislation and research ethics. The reflection task requires two sheets of paper for each participant and a flipchart for the facilitator. Follow-up opportunities will need to be provided for firming up plans and further developing knowledge and skills for the research. Participants will require a copy of the template research plan (or similar) for recording their plan.

#### Aims of the activity

- To further develop understanding of the research process
- To develop a research plan
- To identify further skills needed for research and develop skills in planning.

#### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Consider the social, moral and ethical issues applying to a particular situation		<ul style="list-style-type: none"> <li>■ understand the need to obtain permission for doing the research from the relevant authorities and participants</li> <li>■ know the ethical and legal requirements for confidentiality (of information, data and identity) and child protection</li> </ul>
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>■ making contributions to discussion about plans for researching a citizenship topic</li> <li>■ listening to others' ideas and opinions</li> </ul>	

## Tasks

### Task 1

Hand out the resource sheet 'Planning the research' (page 24). Briefly talk through the different aspects that need to be considered (as a checklist) when planning research: the main tasks; the types of people researchers might work with (and their roles); other resources that could be needed; timescale.

Highlight the need for researchers to be realistic about what can be achieved in the time available. They should also be prepared to make changes to their initial plan in the light of their own and others' experiences and reflections as the research proceeds. Active citizenship research is about working **with** others, and taking on board their views in taking action to achieve improvements.

### Task 2

Give each participant a set of cards copied and cut up from Task sheet 5A (page 25), a set of research people copied and cut up from Task sheet 5B (page 26) and a set of research skills from Task sheet 5C (page 27).

Firstly, ask them to select the tasks and arrange these in the order they will need to do them down one side of a table.

Secondly, ask them to select from the 'people cards', the person(s) they would hope to work with; these should be placed alongside the relevant tasks. Next ask participants to select from the skills cards, the main skill(s) needed for each task. There should be some blank cards in case more are required for a particular person or skill.

Invite individuals to share and discuss the results of the task.

Following this discussion, participants could make changes to their card arrangements, if appropriate. A photograph could be taken (e.g. using a mobile phone camera) to record the results.

### Task 3

Hand out the resource sheet 'Data collection' (page 28) and talk it through to help learners think about data collection and identify the method(s) they might like to use.

Include a short input on the main requirements of the Data Protection Act, Child Protection legislation and research ethics to raise their awareness of issues when planning how they might collect, store and share information.

### Task 4 – Reflection

Give each participant two pieces of paper. Explain that the responses of individuals will not be made public. On one sheet ask them to write down aspects of the research process and skills they feel **confident** about – I feel confident about ... (e.g. doing interviews). Collect these pieces of paper in a box or other container.

On the other sheet ask them to write down their **worries** about doing their research, e.g. I feel worried about ... (e.g. being able to design a questionnaire). Collect these pieces of paper in another box or container.

Look at the responses and list them on a flipchart under the headings 'confident about' and 'worried about'.

Highlight the group's examples of confidence. Discuss ways in which researchers could address their worries, e.g. through discussion with their project supervisor, consulting an expert or reading about a particular research method, participating in a workshop.

### Follow-up action

Invite participants to do the following tasks before the next session:

- refine their research plan and record on the template, or similar document
- log any skills demonstrated in planning the research
- address any worries they might have about particular aspects of research or skills

Following the planning stage, it may be helpful to make arrangements for a progress review (see research template). This may be done best on an individual or small group basis.



## Planning the research

When turning your research proposal into a plan, it is important to be **flexible** (changes may be needed as you do the research) and **keep things small and manageable** – go for quality, not quantity. **Bear in mind improvements you hope to make through your action**, e.g. make a change for the better, influence decisions, increase awareness of an issue.

**Identify what needs to be done** during the research process, **who needs to do it** and **when** (deadlines). Also think about the **resources** required, e.g. time, support from people, equipment, materials, work-space, budget.

### What needs to be done?

- **Setting things up**, e.g. gain permission to do the research; identify and make arrangements with research participants; confirm the kind of data to collect and how; design and test research instruments (e.g. questionnaire, interview or observation schedule); set up a system for managing data
- **Collecting and organising data**, e.g. collect data by reading documents, observing an event, interviews and/or a questionnaire survey; record, sort, label and store data
- **Analysing data**, e.g. sift, discard and select data; display data using, for example, descriptions, quotes, charts, graphs, photographs; identify themes/patterns; draw conclusions with evidence to support them
- **Reviewing and evaluating**, e.g. monitor progress of research; reflect on own learning and ways to improve; gain constructive feedback from others; identify strengths, weaknesses and impact of research, next steps
- **Presenting research outcomes**, e.g. identify purpose, audience, methods of presenting – oral, written, visual, multi-media; prepare/make presentation.

### Who will you work with?

Active citizenship research means **working with other people**, for example:

- a tutor or project supervisor – his/her role is vital in supporting your research
- co-researchers, e.g. members of a group project
- people you may wish to consult who are 'expert' in your research topic
- critical friends- those willing to discuss the research and offer advice
- participants in the research – interviewees, survey respondents, people being observed

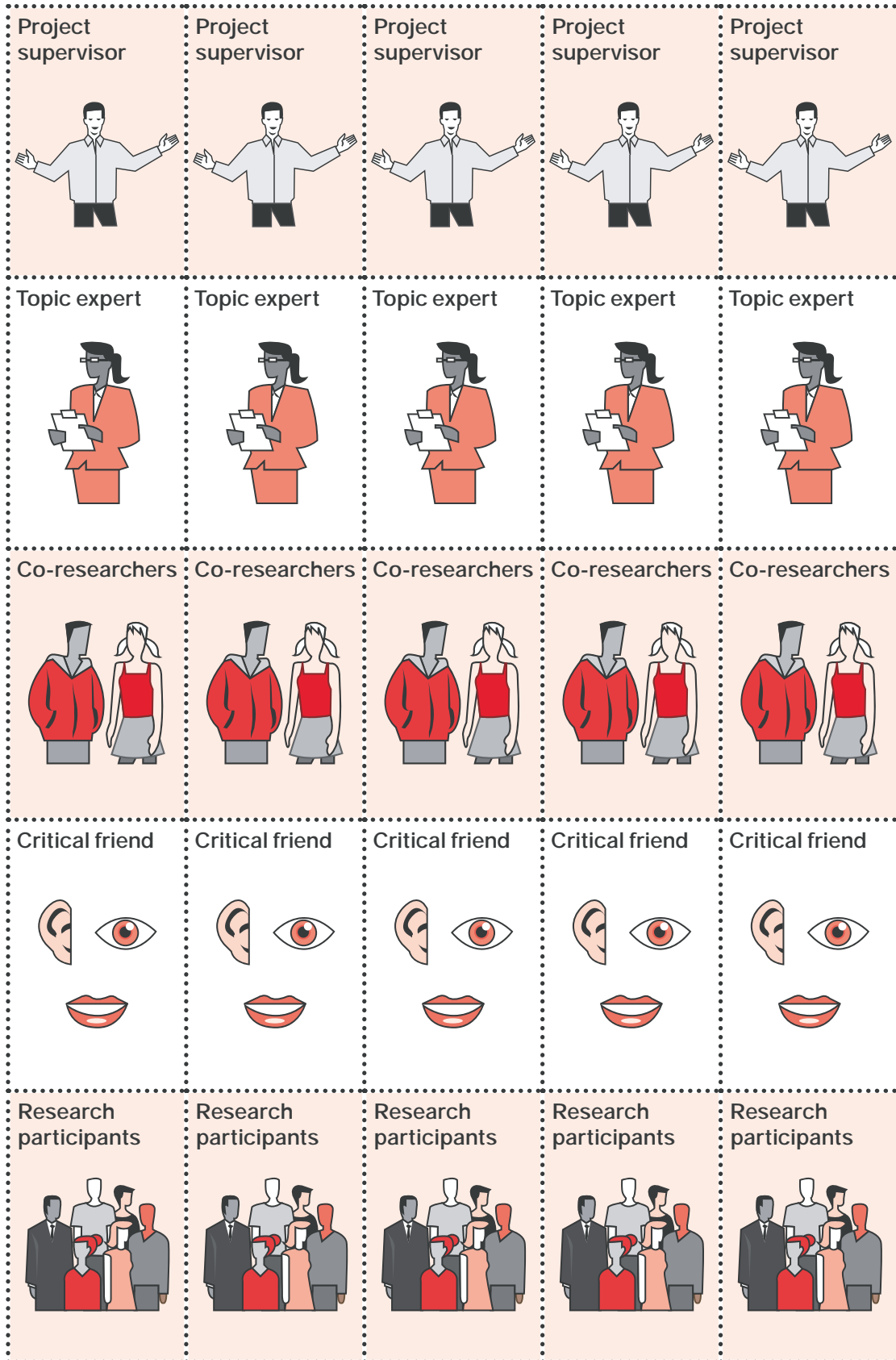
## Active citizenship research

### Research tasks

Making arrangements for collecting data from identified sources	Setting up a system for managing data
Designing and testing research instruments	Collecting and organising data
Analysing data and drawing conclusions	Monitoring progress/reflecting on own learning
Evaluating research outcomes/own learning	Presenting research outcomes

# Active citizenship research

## Research people



## Active citizenship research

### Research skills

Skills in negotiating research activities	Skills in identifying research participants	Skills in designing questionnaires
Skills in designing interview schedules	Skills in designing observation schedules	Skills in asking questions
Skills in observing	Skills in using video and/or tape recording equipment	Skills in taking notes during interviews/ observations
Skills in managing data, e.g. labelling, storing data	Skills in sifting, discarding and selecting data	Skills in displaying data in different ways
Skills in drawing conclusions and identifying evidence to support them	Skills in writing reports	Skills in making oral presentations
Skills in using multi-media	Skills in answering questions	Skills in...
Skills in...	Skills in...	Skills in...

## Data collection

### How will you collect information?

Information can be obtained from documents, ICT/ other media sources, people and events.

- **Interviews** – ranging from ‘fully structured’ (like a questionnaire where the aim is to ask the same questions in the same order and style to all interviewees) to ‘quite open’ – these have a general framework with starting point and objective, but no set questions. They allow freedom to explore where the interviewee wants to go with the topic. Semi-structured interviews are in-between. Interviews can be conducted face-to-face with individuals or groups, or by using telephone or video-conferencing. They can be time-consuming to do and analyse.
- **Questionnaires** – may include ‘closed questions’, e.g. those that require a tick box response. These take less time to complete and are more straightforward to analyse than ‘open questions’. However, open questions offer respondents more scope to express their own views. Careful design and testing is needed to make sure questionnaires are straightforward to complete and analyse.
- **Documents** – those that come into existence as part of the research (e.g. minutes of meetings; a journal, diary or note book you or others use to record events and the effect of research action) and others that offer insights into a situation such as newspapers, letters, plans, public notices etc.
- **Visual** – often classed as ‘documentary evidence’. Photographs, video or film can record action and/or changes over time. They can also be used to prompt discussion during interviews and to recall situations – allow for the researcher and participants to observe themselves and others, and offer their own interpretations of events. Audio-tape recording is another method – it can be used to capture informal discussions, interview or ‘talking diary’ dialogue
- **Observation** – this involves systematically watching and recording what happens. Methods include: counting heads – counting the number of times a particular event happens; charting interactions – drawing a diagram or using a chart to record what is going on, for example individual contributions to a group activity. Observation can be supported by video or audio recording.



# Template to support the research process

## Research Proposal Part A

Name:

Research topic:

**What is your concern?**

- a citizenship issue, problem or event that strongly interests you
- what you think is worth researching

Reasons for choosing this topic:

**Why does it matter?**

- why you believe it's important to research this topic
- any others who share your view

Possible improvements as a result of the research:

**What can you do about it?**

- the personal and political improvement you hope your research will achieve, e.g. change to a situation, influence on decisions, increase in your own and others' understanding of an issue

Possible constraints:

**What might stop you?**

- time or other resources
- rules and regulations about what you can do
- others who don't share your views

# Research Proposal

## Part B

Research focus:

**What interests you most?**

- the question(s) you want to try and answer about the topic, or the objective(s) you have in mind
- citizenship concepts your topic relates to

Sources of relevant information:

**How did you decide on the focus?**

- reference materials used and others you consulted to find out more about the topic and help you to narrow down your research focus

Initial ideas for taking forward the research:

**What are you proposing to do?**

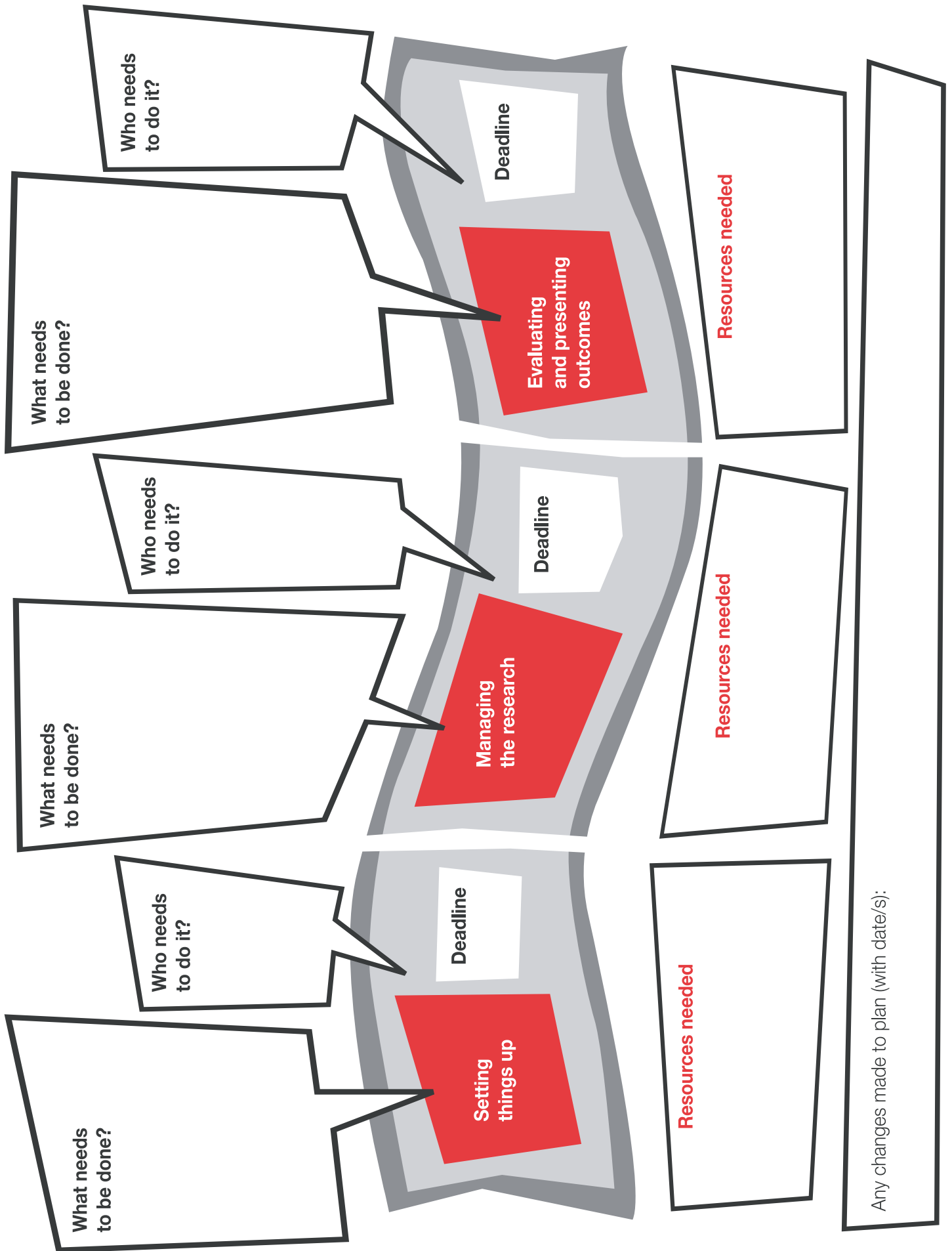
- sources of information you might use
- possible methods for gathering information from these sources
- time-scale for doing the research

Date research proposal approved:

Signature:

Name and signature of project supervisor:

# Research Plan



## Skills Log

Log your skills at each stage of the research process

Skill	Skills demonstrated	Date/s	Examples (at least 2 per skill area) of where and how
<b>Project management</b> e.g. skills in designing, planning, negotiating, organising research			
<b>Use of resources</b> e.g. skills in obtaining, selecting, analysing and applying information from a range of sources			
<b>Development and realisation</b> e.g. skills in using ICT, critical thinking, decision making, problem solving working with others			
<b>Reviewing</b> e.g. skills in reflecting on and evaluating project processes/ outcomes, own learning, drawing conclusions			
<b>Presentation</b> e.g. skills in communicating evidenced outcomes and conclusions in appropriate media			

## Research management notes

Use these pages to keep notes that help you to keep your research on track. For example: how you are setting things up, collecting data, handling information, keeping others involved, tackling any problems...

Date	Notes

## Reviewing

### Progress Review 1

(following proposal and planning stage)

Date:
How are you feeling at this stage in the research?
What skills have you developed?
What do others think?
What next? Is there anything you need to change?

### Progress Review 2

(mid-point in managing the project)

Date:
How are you feeling at this stage in the research?
What skills have you developed?
What do others think?
What next? Is there anything you need to change?

## Evaluation

Research evaluation:

**Did the research go to plan?**

- what your role was (if a group project)
- what went well
- what went less well
- what you would do differently next time

**Has the research resulted in improvements?**

- changes to a situation, decisions influenced, increases in own/ others' understanding of the topic

Own learning:

**What insights did you gain?**

- about the topic
- about yourself
- about others

**What skills did you develop?**

- research skills
- other skills

Follow up action:

**What are you proposing to do next?**

- further action relating to research findings
- plans to further develop your skills

## Presentation

Use this page to keep notes that will help you to present your research

### Preparing for the presentation:

e.g. ideas for presenting information, how you are rehearsing your presentation, practising answering questions, and prioritising tasks to meet presentation deadline

## Presentation details

Date and place of presentation:	Purpose:
Form/s of presentation:	
Audience:	



The aims of this section of the pack are to help researchers in:

- making arrangements to do their research
- monitoring progress and analysing the data collected
- developing organisational, communication and analysis skills.

### Activity B1

## Getting going – setting things up

### Background, organisation and resources

This activity is designed in two parts. Part A aims to help participants think through the different stages involved in setting up research activities. It enables them to build on the planning they did for Activity A4. You will need to photocopy Task sheet 6 (page 40) on to card and produce a set of cards for each group of 3 or 4 participants.

Part B focuses on designing research instruments. You will need sufficient copies of the following resource sheets: 'Top tips on preparing for interviews' (page 43); 'Top tips on designing questionnaires' (page 44); and 'Top tips on preparing for observations' (page 45); plus a flipchart. It could also be helpful to have some examples of questionnaires and schedules. Participants will require paper and pens, or access to computers. You will also need to have available a short (5 minute max.) video of a group activity (and equipment to show it). This could be a group of learners, e.g. at a citizenship project meeting, or a clip from television, e.g. a group working together on a conservation task. The clip must clearly show interaction between group members.

### Aims of the activity

- To develop understanding of the setting up process
- To develop skills in designing research instruments
- To develop organisational and communication skills.

## Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>■ show understanding of the tasks for setting up citizenship research</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting opinions on research tasks and giving reasons for choice</li> <li>■ offering constructive feedback on research instruments</li> </ul>	
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>■ making and listening to contributions about tasks and instruments to research a citizenship topic</li> </ul>	
Represent a point of view on behalf of others	<ul style="list-style-type: none"> <li>■ providing feedback and answering questions in the role of interviewee</li> </ul>	<ul style="list-style-type: none"> <li>■ show understanding of the responsibilities of an interviewer when asking questions</li> </ul>

## Tasks

### Activity B1 Part A: research arrangements

#### Task 1

Explain that this task is to help participants confirm their plans for doing the research. It involves looking at the different tasks that need to be done to get the research going.

Invite participants to work in small groups of 3 or 4 and give each group a set of cards from Task sheet 6 (page 40). Ask them to sort the cards and put them in the order they think the tasks should be done. If they think a task is missing they should write this on the blank card and put it in the appropriate place.

After 10 minutes, invite each small group to join with another group and discuss the order in which they have organised the cards. They should try and agree on the final order. After 10 minutes, invite feedback from the groups. If there are differences of opinion, ask participants to explain their decisions and discuss.

Clarify any issues to do with each stage. In particular make sure that participants understand the need to:

- **obtain permission for their research** from the relevant authorities and from the participants (it may be necessary to write a letter). It can be helpful to provide an information sheet that briefly describes the aim of the research and the conditions under which it will be carried out, e.g. what participants will be asked to do and how the findings will be reported – to explain confidentiality (of information, data and identity)
- **keep the research manageable**, for example set out to obtain sufficient data (e.g. a range of responses) to fulfil the purpose of their research and provide answers to their key questions, but not too much to manage
- **set up a system for managing the data**, e.g. boxes, with appropriate labels, to store questionnaires, files for interview data, a means of recording evidence and dates things have been collected/done; keep research participants' personal details separate from their interview data – use codes
- **treat people with respect**, e.g. when making arrangements to do the research, do not make promises about dates and times for interviews that cannot be met, or ask too much of research participants – they will be doing the researcher a favour by agreeing to participate
- **spend enough time on designing and testing their research instruments**, e.g. in getting the questions right.

If working on a group project, it will be important that the researchers agree responsibilities and tasks.

### Task 2 – Reflection

Invite participants to draw around their hand and then write on it as follows to reflect their level of confidence and record key things to do next in setting up their research:

- **Palm** – an overall score of how confident they are feeling, with 5 being 'very confident' and 1 'not very confident'
- **Thumb** – something they feel most confident about
- **Fingers** – things to do next to help them set up their research (one thing on each finger), with a deadline for each.

## Active citizenship research

### Setting things up

Obtain permission to do the research from the relevant organisation(s)	Confirm what you need to know from the research and why
Confirm the sources from which you need to collect data	Confirm the best ways of collecting data
Design and test the research instruments	Set up a system for managing data and monitoring progress
Prepare an information sheet for research participants	Discuss intentions with project supervisor
Make arrangements for collecting data	Other task (please add if needed)

## Tasks

### Activity B1 Part B: designing research instruments

If time is short, the activity could be adapted so that participants are split into three main groups: one to do Task 1, another to do Task 2 and a third group to do Task 3. The groups could then come back together to feed back and discuss their experiences and examples.

#### Task 1

Asking questions is a key feature of research, whether these are asked during an interview or on a questionnaire.

Write 2 headings on a flipchart: 'closed questions' and 'open questions'. Ask the group to shout out what they think is meant by each type of question. Request some examples, and/or offer some yourself (e.g. closed – Do you buy Fair Trade products? open – What do you think about Fair Trade?). It may be helpful to look at some examples of questionnaires or interview schedules that contain different types of question.

Hand out and talk through the resource sheet 'Top tips on preparing for interviews' (page 43). Invite participants to form groups of 3. Ask each group to:

- 1 choose one of their research topics and write five questions as a starter for interviewing someone about this topic.
- 2 decide who will be the interviewer, interviewee and observer/recorder
- 3 conduct a short interview (10 minutes max.) using the five questions. The observer should record the key information gained from each question.

Following the interviews, ask all 'interviewers' to form one group, all 'interviewees' to form another group and all 'observers/recorders' a third group. Groups should discuss their experiences of the particular role and identify key points about asking or answering the questions or recording responses.

Invite feedback from each group and discuss: the types of questions asked and their effectiveness in obtaining information; how the interviewees felt about the questions used; the experience of recording responses.

#### Task 2

Hand out and talk through the resource sheet 'Top tips on designing questionnaires' (page 44).

Invite participants to form groups of three or four. Ask each group to choose another research topic and produce a short questionnaire that includes three different types of question from the following: a question that requires an open response – phrase or extended comment; a question that offers a list of items to choose from; a question that gives categories, such as age – ranges; a question that asks for items to be ranked in order of priority, or uses scales, such as 1–5, to express opinion.

After 15 minutes, ask each group to join another group and swap their questionnaires. Each group should then complete the questionnaire and provide constructive feedback to the questionnaire designers.

## Task 3

Hand out and talk through the resource sheet 'Top tips on preparing for observations' (page 45).

Invite participants to watch a video clip of a group activity. Afterwards, ask participants to write down what they observed one member of the group doing on the video, e.g. the contributions made to discussion, or group task. Invite feedback and record things noted on a flipchart.

Ask participants to work in groups of three or four to design a method of recording observations of one member of the group on the video, for example to record how many times he or she made a contribution, type of contribution made, length of time on making the contribution.

When ready, show the video clip again and ask participants to test their observation schedule. Invite feedback and discussion on their experience.

## Stage 4 – Reflection

Reproduce the self-assessment chart below (postcard size) for each participant and ask them to shade in the horizontal bars to show their level of confidence in each broad area.

Skills assessment How confident do you feel about:	Shade in the bar to the relevant point on the scale 1 = not very confident 4 = very confident			
Deciding which instrument(s) to use	1	2	3	4
Designing an interview schedule	1	2	3	4
Designing a questionnaire	1	2	3	4
Designing an observation record	1	2	3	4

Ask participants to work in pairs to review the more detailed skills needed in designing and testing research instruments, using the resource sheets as a prompt, e.g. skills in writing open questions, writing closed questions. On the back of their card suggest they divide the page into two columns. In column one, ask them to note the skills they feel **most** confident about and in the other note skills they need to **develop** further.

## Follow-up action

Invite participants to do the following tasks, in consultation with their project supervisor:

- design and test their research instrument(s)
- make arrangements for collecting data
- begin their research activities

## Top Tips on preparing for interviews

Think about the people you will ask to interview, and when, where and how you will interview them – face to-face or by telephone, individually or in a small group. Interviews need to be recorded in some way, e.g. using a notebook, audio tape or someone else to take notes.

Make sure you pilot your interview schedule and get some practice in asking the questions and recording answers.

## Preparing for interviews

- **Make a list of the things you want to find out**
- **Decide which type of interview will provide the information you need:** a **structured interview** (like a questionnaire, with set questions asked in order), an **open interview** (with a framework of objectives, but no set questions) or something in-between: **semi-structured**
- **Prepare an interview schedule** – questions or prompts to guide the interview. Start with straightforward, factual questions and avoid questions that are too long, ambiguous, leading or offensive. Make the interview as short as possible to gain the information you need (20 minutes max.). The more questions you ask the longer it will take to analyse the information.
- **Test your schedule and interviewing/recording skills** by doing a mock interview (and make changes if needed):
  - arrange a comfortable place for the interview, free from disruption, or check the telephone interviewee is in a suitable place
  - try using a tape recorder – make sure it works and obtain the interviewee's permission to use it (useful in a mock interview to review questions asked)
  - start on time and introduce yourself. Briefly explain the interview's purpose and confidentiality of information. Confirm how long it will take
  - use active listening skills, to encourage the interviewee to talk freely
  - accept silences – give the interviewee time to consider the question
  - try to record the interview discretely and keep to the agreed time
  - make sure the interview has a good ending, with a lighter question – thank the interviewee for their contributions.

## Top Tips on designing questionnaires

Think about the people you will ask to complete the questionnaire and how they will get it – by post, email, face-to-face contact. Look at some examples of questionnaires. You may be able to adapt one to suit your purpose.

- **Make a list of things you want to find out**
- **Only ask essential questions** and keep the language simple
- **Decide on the type of questions** – for example choose from questions that require: an open response – phrase or extended comment; offer a list of items to choose from; give categories, such as age-ranges; ask for items to be ranked in order of priority or use scales, such as 1-5, to express opinion. But don't use too many types.
- **Draft questions** and check they are clear and not too long, with no double, leading or offensive questions
- **Decide on the order of questions**, e.g. by writing each question on a separate strip of card and moving the cards around. It is usually helpful to start with the more straightforward, factual questions
- **Write out clear instructions** for completing the questionnaire, including those for questions, e.g. those that require ticks in boxes, a rating
- **Include date and details for the questionnaire's return** (a stamped addressed envelope is helpful for its return and a covering letter, if not being completed on the spot). It is important to tell people about the purpose of the research and confidentiality of information.
- **Leave plenty of space between questions and keep response boxes in line** to encourage people to read and answer the questions
- **Type up the questionnaire** so it is neat and print size is appropriate
- **Test out your questionnaire** and make changes, if needed, to make it easier to understand, complete and analyse.



## Top Tips on preparing for observations

It is important to plan carefully to get the most out of an observation – there may be only one opportunity to observe an event, activity or situation – and it is impossible to record everything. You will need to be as objective as possible in recording your observations.

### Preparing for observations

- **Be clear about the purpose of the observation** – what you want to find out as part of your research and why. Is observation the best method of obtaining this information?
- **Decide which bits of the action you need to observe** – e.g. the **process** or **content** of an event, **interaction** between people during a team activity, the nature of contributions or **interventions** of one or more individuals during a situation such as a meeting.
- **Decide which method(s) of recording data will suit your purpose** – it may be possible to video record or film what is happening, or ask someone to help. But in any case you will need to design, or adapt, a record sheet, e.g. a grid, chart, diagram or checklist for your purpose.
- **Test out your observation method:**
  - **prepare carefully** before the observation (e.g. for a meeting draw a plan of the room and show seating arrangements) making sure you have enough copies of your record sheet; work out where you will sit so that you can see clearly, but don't get in the way of what is happening
  - **memorise and practise your shorthand for recording** (e.g. to identify action you are interested in, such as when someone in a meeting 'provides information', 'seeks information', 'disagrees', 'proposes action', 'supports action', and give a number to each behaviour)
  - **be alert to interesting things that are happening** that are not covered in your draft observation record and you may like to include in the final one
  - **keep in mind what you need to know and why**, and what you will do with the information, revising your record as necessary before the real event.

## Activity B2 Monitoring progress and making sense of the data

### Background, organisation and resources

This activity is designed to help participants understand what is needed in monitoring progress in collecting and analysing data. You will need copies of the resource sheets 'Monitoring progress' (page 49) and 'Analysing data' (page 50), plus Task sheets 7 and 8 (pages 51 and 52). Examples of different ways data can be organised and displayed for the purpose of analysis, are required for Task 2. For Task 3, you will need to provide copies of a completed questionnaire, a short interview transcript and a completed observation record, to enable small groups of participants to extract the data for summarising and display. (Participants could be asked to bring their own examples, if feasible). It would also be helpful to provide access to computers and software for producing different types of graphs, tables etc.

### Aims of the activity

- To develop understanding of what is needed in monitoring progress in collecting and analysing data
- To identify methods of organising and displaying data for analysis
- To practise skills in designing appropriate summary sheets and methods of displaying data for analysis

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>■ show understanding of claims that may be made from citizenship research, and evidence that could support these claims</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting ways of summarising and displaying data for analysis and giving reasons for choice</li> </ul>	
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>■ making and listening to contributions about possible ways of organising and displaying data from citizenship research</li> </ul>	
Analyse sources of information, identify bias and draw conclusions	<ul style="list-style-type: none"> <li>■ extract, summarise and display data from completed questionnaires, interview schedules, observation records to aid analysis</li> </ul>	

## Tasks

### Task 1

The main aim of the task is to enable participants to be clear about what is meant by data, data analysis and evidence, and the importance of monitoring progress during the data collection and analysis process. Hand out and talk through the resource sheet 'Monitoring progress' (page 49). If possible, share some examples of 'claims' and 'supporting evidence' from active citizenship research projects or published action research.

Invite participants to form groups of 3 or 4 and introduce Task sheet 7 (page 51).

Ask each group member to think through, discuss and record:

- 2 claims they **may** expect to make as a result of their research
- possible evidence and sources of that evidence to support each claim.

Invite feedback from the discussion and record some examples on a flipchart.

### Task 2

Introduce the resource sheet 'Analysing data' (page 50) and talk it through. Make available and discuss some examples of different ways data can be organised and displayed. Draw on participants' previous experience of doing this, e.g. from subject areas such as business studies, health and social care, geography, maths, science, history.

Discuss examples of people (e.g. student mentors from higher education) and other resources that could help researchers in developing their skills in organising and managing data.

### Task 3

- 1 Use the jigsaw task to help participants find group members who can work together using the same type of instrument i.e. a questionnaire, interview schedule, observation record, or record for collecting data from documents.
- 2 Give each group a copy of a questionnaire/interview transcript/observation record, as appropriate. Ask each group to design a summary sheet for recording data extracted from their questionnaire/transcript/observation record.
- 3 Next ask the same groups of participants to display some of the data for analysis using a chosen method: e.g. a table, chart or graph, structured description, edited video clip or photographs.
- 4 Invite feedback from the groups and discuss any issues raised.

## Task 4 – Reflection

Invite participants to form a circle and reflect on the knowledge and skills they have learnt from the above tasks. When asked at random by the facilitator, each person should describe one skill they have used and one thing they didn't know before, and be rewarded with clapping from the others.

## Follow-up action

Invite participants to:

- decide upon how they are going to record and display data for analysis
- continue with their research activities, remembering to monitor progress in collecting and analysing data
- log the skills they are using
- arrange a progress review with their project supervisor, at a suitable point, to discuss their research and own learning.



## Monitoring progress

**Data** means the information you collect, e.g. through interviews, questionnaires, observation, reading documents, keeping your own research diary/notes. **Data analysis** is the process of making interpretations of the data. Data becomes **evidence** when it is used to support a claim you are making.

**Action – improvement – is at the heart of active citizenship research.**

**What are you going to claim that you have achieved through your research and action?**

**How are you going to justify your claims?**

As you go along it is helpful to monitor the data you are collecting – to check that the data collection process is sound and you are on track towards answering your research question or meeting your objective.

Monitoring progress involves:

- **identifying** data you have collected – describing what happened
- **interpreting** the data – developing an explanation of what happened
- **evaluating** what you have done so you can plan further action.

You will need to produce a systematic record of evidence from different sources to support your ideas and conclusions as they develop.

It is also helpful to involve 'critical' others in monitoring progress, for example to:

- consider the way you are analysing the data
- test out the strength of your claims and evidence you are presenting to support them.

Careful documentation, with a clear description of processes and procedures you have used, contributes to greater reliability – it can help others who may wish to repeat your study.

## Analysing data

Whatever way data are collected they make little sense until they are analysed. The objective when analysing data is to sort, select, discard and organise information to help you explain what is happening and draw conclusions (these can be refined as you go along).

- **Revisit your project proposal and plan** – what were you intending to investigate?
- **Look critically at the data** collected in terms of your original objective/question, e.g. distinguish between fact and opinion, identify possible bias, look for data from other sources that add weight to a particular view. But don't jump to hasty conclusions – keep an open mind – and also be alert to unexpected outcomes
- **Organise your data** using, for example, summary sheets for recording questionnaire responses (these can be prepared when designing the questionnaire as a way of checking it is not too complicated), collating interview responses under sub-headings, e.g. themes
- **Display selected data** to make interpretation easier, for example as:
  - **graphical forms** such as graphs, charts, tables that provide 'pictures' of the group under investigation, e.g. for displaying quantitative data from questionnaires or structured interviews (beware of using percentages where total numbers are very small)
  - **descriptions** such as profiles of research participants, quotes from interviews, extracts from observation notes, e.g. for displaying qualitative data
  - **other media** such as edited video-clips, photographs of events, e.g. for displaying selected aspects from observations.
- Consult your project supervisor and critical friends who will challenge your interpretation of data and conclusions and, if appropriate, offer alternatives for consideration.

## Active citizenship research

### Research claims

Research topic:

Research question/objective:

Identify two claims you may expect to make relating to your research question/objective. Record each claim in column 1. In column 2, record possible evidence, and the source of this evidence, to support each claim.

Possible Claim	Possible evidence and source

## Active citizenship research Jigsaw

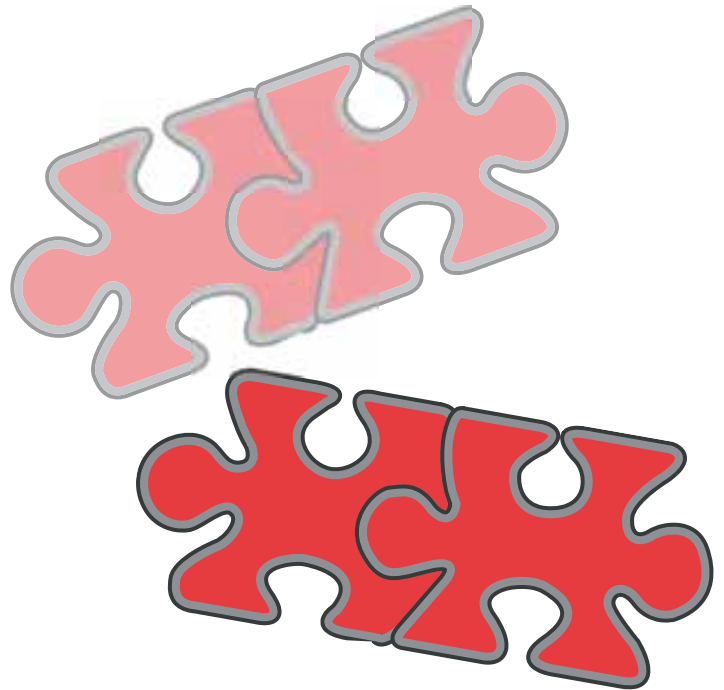
Make enlarged photocopies of sheets A, B and C. Copy on to card of different colours, e.g. sheet A on to yellow card, sheet B on to blue card. Cut up each sheet into the required number of jigsaw pieces depending on the size of your group (e.g. for a group of 12 you will need 3 different jigsaws with 4 pieces each; for a group of 15, you will need 3 different jigsaws with 5 pieces each. If you have more than 15 participants, produce more than one set of jigsaws, using more colours).

### Sheet A

Congratulations

You will be asked to use data from a questionnaire to practise summarising and displaying data for analysis

Please wait for instructions



### Sheet B

Congratulations

You will be asked to use data from an interview to practise summarising and displaying data for analysis

Please wait for instructions

### Sheet C

Congratulations

You will be asked to use data from an observation to practise summarising and displaying data for analysis

Please wait for instructions



The aims of this section of the pack are to help researchers in:

- reviewing the research process and own learning
- preparing to present the outcomes of their research
- developing evaluation, presentation and other communication skills.

## Activity C1

### Reviewing the research process and own learning

#### Background, organisation and resources

This activity is designed to encourage participants to reflect on the nature of active citizenship research and their experiences, and to review their research and own learning. For each participant, you will need copies of the resource sheet 'Reviewing the research and own learning' (page 56). Participants should bring their own copy of the research template, or other record of their original proposal, plan and research activities. The template page on evaluation, or similar form, will also be needed. Reproduce on a flipchart sheet the target on the resource sheet 'Skills evaluation target' (page 57) for display in Task 4. (Alternatively, this could be copied for individual use).

#### Aims of the activity

- To reflect on experiences and outcomes of the research process
- To review the strengths and weaknesses of the research, and impact on self and others
- To develop and apply evaluation skills, refine communication skills.

#### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>■ show knowledge of what makes active citizenship research effective</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ communicating own opinions on the strengths, weaknesses and impact of the research, with examples to support these opinions</li> </ul>	

## Tasks

### Task 1

As the group enters the room, hand out a large sticky note to each person and ask them to write down one key feature of active citizenship research. Ask them to display their sticky notes on a table. Review the notes and write the key features on a flipchart so the whole group can see them.

Hand out the resource sheet 'Reviewing the research and own learning' (page 56) and compare the points made by the group with the summary of active citizenship research on the sheet. Invite participants to reflect on the extent to which their research met these guidelines.

Talk through the rest of the sheet, and highlight the importance of not only evaluating the research process, but also their own learning.

### Task 2

Invite participants to re-visit their research proposal and plan (using the completed template if they have one or alternative record) and remind themselves of their original intentions. Hand out a large post-card to each participant. Ask them to record on one side:

- their topic and original research question or objective
- why they wanted to research this issue
- citizenship concepts of most relevance to the topic.

On the other side, ask them to write:

- what they did in their research – sources and methods used
- their main findings and conclusions.

Participants will need to keep the cards for Activity C2 on presenting their research.

### Task 3

Working in pairs, invite participants to ask each other and discuss:

- what went well in their research
- what went less well
- what they would do differently next time
- ways in which their research has, or could, result in improvements, e.g. make a change for the better, influence decisions, increase awareness of an issue
- personal insights from their learning about the topic, themselves and others.

Request that they use the Evaluation page in the template (or similar) to record the outcomes of their discussion.

### Task 4 – Reflection

Using a large copy of the 'Skills evaluation target' ask each participant to reflect on the research skill groups presented on the target (referring to their skills log as a prompt).

Ask two or three participants at a time to place dots on the target for each type of skill – the nearer the bulls eye the more skilled they think they are. When all participants have taken their turns, highlight the group's skill strengths and those skills that need further development. (The target could be used on an individual basis instead of, or in addition to, the group one).

### Follow-up action

Invite participants to do the following tasks before the next session:

- obtain constructive feedback from their project supervisor, and others who have been involved in their research, on the quality of their research and skills demonstrated. Keep a record of comments
- discuss next steps – e.g. further action to follow-up the research, plans to further develop their skills.



## Reviewing the research and own learning

Active citizenship research **focuses on real** political, social, economic or environmental **issues**. It involves being **socially, morally and ethically responsible**, having a **strong personal interest and commitment** to the issue and **taking action to bring about improvement** – to making changes for the better, influencing things. This type of research means being **open to other viewpoints** and being **aware of the impact of own action and values** – what you believe in – on the research and others.

### To what extent has your research met these guidelines?

When evaluating your research, refer back to your original proposal and plan.

- What was your original research question or objective?
- To what extent has your research gone to plan, or changed over time?
- Have there been problems to overcome and/or unexpected outcomes?

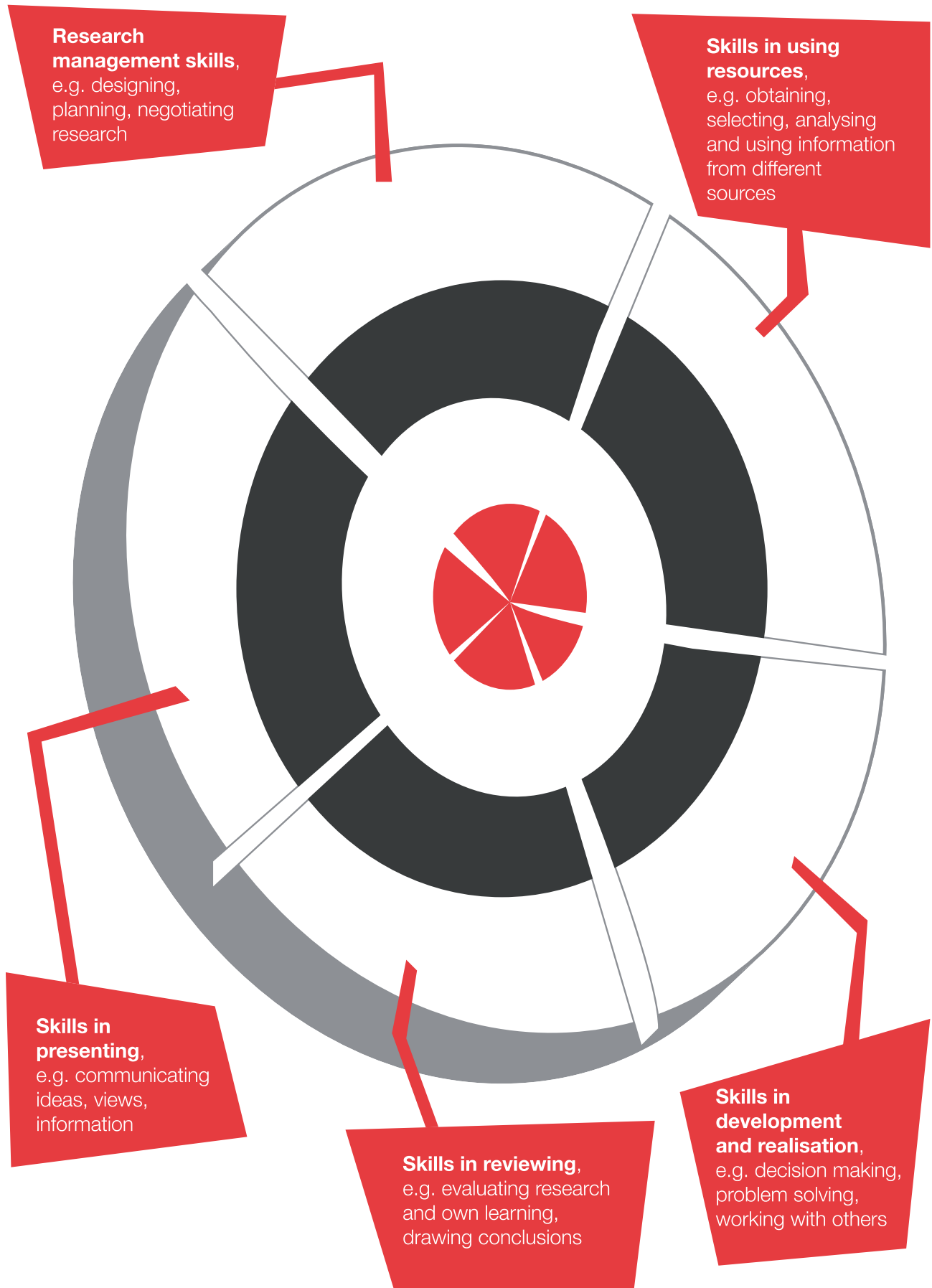
It is to be expected that changes will have occurred – making improvements to practice is a key feature of active citizenship research. It is, therefore, important to acknowledge these changes.

### What have you learned through the research process?

**Seek constructive feedback** from others involved in your research – your project supervisor, critical friends, co-researchers – to help you to reflect on: what went well, what went less well, things you might do differently next time and ways in which the research has/could result in improvement.

**Identify insights from your own learning** – how you have changed your understanding of the issue and developed personally, including your skills, what you have learnt about others – **these insights are just as important as other research outcomes**.

## Skills Evaluation Target



## Activity C2 Preparing to go public

### Background, organisation and resources

This activity is designed to help participants understand different ways of presenting outcomes from their research and to rehearse a presentation using different media.

You will need copies of the resource sheet 'Preparing to present your research' (page 61) and the example 'Getting the message across through music' (page 62). Participants should bring with them the postcards they completed in Activity C1. Each will need a flipchart sheet and access to a selection of art materials – felt-tip pens, paint and brushes, magazine pictures for making a collage. If possible, provide the group with access to ICT (e.g. with powerpoint, digital photograph software) and tape/video recording equipment (e.g. on a mobile phone).

### Aims of the activity

- To identify different forms of presenting research
- To rehearse a presentation using different media
- To develop communication and presentation skills
- To prepare for a presentation using chosen media

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues	<ul style="list-style-type: none"> <li>■ identifying relevant aspects of a topic</li> </ul>	<ul style="list-style-type: none"> <li>■ show understanding of a citizenship research topic</li> </ul>
Show understanding of key citizenship concepts		<ul style="list-style-type: none"> <li>■ understand how the topic relates to citizenship concepts</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>■ presenting research findings using different media, with evidence to support conclusions</li> </ul>	
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>■ making and listening to contributions about research topics, asking and responding to questions</li> </ul>	

## Tasks

### Task 1

Hand out the resource sheet 'Preparing to present your research' (page 61) and talk it through. Highlight the key things to cover: background; what they did; what they found out; the impact; personal insights. Explain that while much research is presented as reports or papers, it is possible to use other methods. With active citizenship, the aim is to bring the research to life for others, so they can learn from it. Use the example 'Getting the message across through music' as an illustration.

Open the discussion to draw on participants' experience, e.g. of writing reports, making oral presentations, doing performances, and summarise the main points about effective presenting.

### Task 2

Invite participants to produce a poster to reflect the key points recorded on their postcard (from Activity C1). They should put a headline at the top of the sheet and then use a combination of text and images, and numbers, as relevant.

Explain that participants will be asked to display their posters in a 'market place' scenario. The aim is to attract attention, but also to get the key points across about their research. At the market place, divide the group into two.

- 1 Ask each participant in one group to stand next to their poster (displayed on a flipchart or wall) and shout out their headline as a market trader competing for attention. Members of the other group should circulate and look at the posters that attract their attention.
- 2 After 5 minutes, the 'market traders' should take down their posters and the others should be invited to write down what they can remember about the posters – how many headlines, any key points about the different examples of research, particularly striking images.
- 3 Swap the groups and repeat steps 1 and 2.

Discuss participants' experience of the task and draw out the learning points about presenting research.

### Task 3

Working in groups (e.g. of 3 or 4), invite participants to work together in preparing a presentation of **one** member's research in a media form of their choice.

Depending on available resources and time, this could be writing a short paper, using ICT to produce powerpoint slides, making a short video clip (this could be done using a mobile phone video) or video storyboard, composing a song or poem, developing a role play, freeze frame or dance to illustrate an event or 'before and after' situation.

## Task 4

Ask each group to introduce and present their chosen example, and then answer questions about their research project. Invite participants to provide constructive feedback on the presentations in terms of the effectiveness of the media used. If possible, record the task using video so that it can be used to support reflection on performance in Task 5.

## Task 5 – Reflection

Invite participants to work in pairs to reflect on and discuss the above tasks. Ask each person to record their ideas for presenting their research, e.g. on the presentation page in the template, or similar document.

## Follow-up action

Invite participants to do the following tasks:

- develop their presentations
- log their skills
- confirm arrangements for presenting their research.





## Preparing to present your research

Active citizenship research is about creating a story from the data you have analysed – to bring the research to life so others can learn from it. You will need to describe findings in a way that is clear and interesting to others, acknowledging possible bias and research limitations. You should be prepared to support your conclusions with evidence.

### Things to think about

**Who is your intended audience?** For example:

- your peers, others within or outside your organisation

**What do they need to know about your research?** For example:

- **background** – e.g. what you wanted to investigate; why you wanted to investigate this; what you hoped to achieve through your research; how it relates to citizenship concepts (from your wider reading and discussions)
- **what you did** – how you collected data (methods and sources of information) and any limitations or problems in doing this
- **what you found out** and concluded, supported by evidence
- **the impact** (or potential impact) of your research on others, or a situation – improvements
- **personal insights** from your own learning.

**What is the most appropriate style and format for presenting the research to your audience?** For example:

- **a written report or paper, or oral presentation** are the most common forms of presenting research findings. To make these more interesting, graphs, charts and tables can be used for presenting some findings, or multi-media (e.g. powerpoint for presentations).
- **a poster, graffiti board, a display of photographs, a performance** (e.g. video of a role-play or dance, a tape-recorded song or poem). With these visual and audio forms, it is helpful to include a written or taped commentary.

Decisions about style and format will also depend on the **purpose** for presenting the research. If needed as evidence for a qualification, the awarding body will set the requirements (e.g. on structure/length of report or talk).

## Getting the message across through music

The music competition run by the Post-16 Citizenship Development Programme has shown that song is a powerful medium for getting social and political messages across about citizenship issues – it can help people engage in debate and discussion.

The competition judges were asked to consider the political focus of the lyrics and the effectiveness of the messages. They also took into account the background work that had been done in choosing and researching the topics – how issues were looked at from a broader perspective and ideas for how things could be changed in society.

### Oldham Youth inclusion

#### Winner

Song Title:

'Young and Oldham'

Theme:

**The role of young people in the community in Oldham**

Sample lyrics:

'Where I live in Oldham  
is a place of disgrace.  
Where people get abused  
just because of their race.  
Don't believe Richie –  
that report was two faced.  
I was here at the riots.  
Yo ... I know what took place.'

*We felt we needed to express our views on the area and how we can improve it to make Oldham a better place to live...*

Lewis Chamberlain

### Youth Action Blackburn

#### Runner-up

Song Title:

'Recognition'

Theme:

**Calling for recognition of Asian war veterans from the second world war**

Sample lyrics:

'I was shocked  
When I heard Asians  
Fought in the war.  
That was something  
I never thought before...  
They made us part of British history  
Why it was never mentioned  
Is a real mystery.'

*...We feel it's important for people to be aware that the war was fought by a range of people from different countries and backgrounds because it gives a sense of belonging to young people from different backgrounds in this country and promotes good community relations.*  
Kameron Abbas

See full article and lyrics in *Citizenship News*, issue 14, March 2006

# Resources

*Play your part: post-16 citizenship. Guidelines for providers of post-16 citizenship programmes*, QCA (2004): [www.qca.org.uk/post-16index.html](http://www.qca.org.uk/post-16index.html)

*Citizenship for 16-19 year olds in Education and Training*, Report of the Advisory Group to the Secretary of State for Education and Employment (2000). FEFC

*Young People as Researchers: a learning resource pack*, the Joseph Rowntree Foundation (2000). Save the Children [Tel. 0207 703 5400].

Companion resource – *Involving Young Researchers: how to enable young people to design and conduct research*, Perpetua Kirby. The Joseph Rowntree Trust

*Keeping it Safe: a young person-centred approach to safety and child protection, standards and guidelines* (2002), National Council for Voluntary Youth Services [Tel: 020 7422 8630].

*Action for Change*, Will Ord, Don Rowe and the Trust for the Study of Adolescence (2003). National Youth Agency

*Research for Development: A Practical Guide*, Sophie Laws (2003), Sage Publications, with Save the Children

*Making a Success of Youth Action*, Richard Parsons, NYA [[www.nya.org.uk](http://www.nya.org.uk)]

*A longitudinal Study of Young people's Involvement in Social Action* (report submitted to ESRC, June 2002), Dr Debi Roker and Karen Eden, Trust for the Study of Adolescence (available at [www.post16citizenship.org](http://www.post16citizenship.org))

## Available from LSN

*More than profit: work, social enterprise and citizenship*, LSN, 2007

*Reality check: citizenship through simulation*, LSDA (now LSN), 2006

*Getting the show on the road: skills for planning and running citizenship events*, LSN, 2006

*For the sake of argument: discussion and debating skills in citizenship*, LSN, 2006

*Citizenship uncovered: a young person's guide to post-16 citizenship*, LSDA – now LSN (2006)

*We all came here from somewhere: diversity, identities and citizenship*, LSN (2006)

*Choosing an angle: citizenship through video production*, LSDA – now LSN (2006)

*Get up, stand up: citizenship through music*, LSDA – now LSN (2005)

*More than words: citizenship through art*, LSDA – now LSN (2005)

*The real picture: citizenship through photography*, LSDA – now LSN (2004)

For access to LSN publications, please see the Post-16 Citizenship website: [www.post16citizenship.org](http://www.post16citizenship.org)

