

# The Enquiring Teacher

## ECPP7001

### Session 5



# Pupil Participation in Research

The background features abstract, overlapping geometric shapes in various shades of blue, primarily on the right side, creating a modern and dynamic feel.

What does a researcher  
look like?

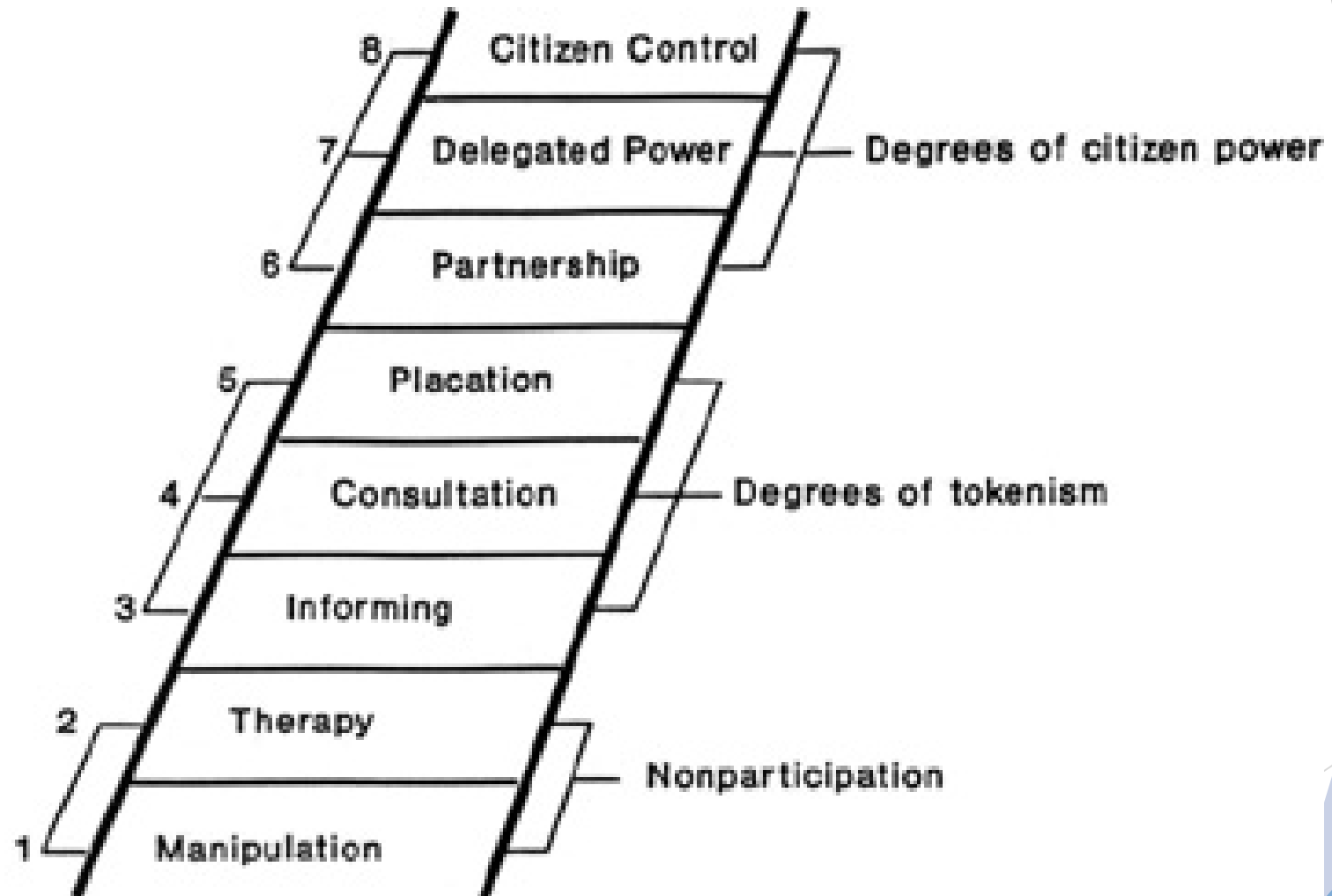
# What does a researcher look like?

- ▶ What/who did you draw?
- ▶ Where is the researcher located?
- ▶ How are they doing their research?
- ▶ Is the researcher from the community?
- ▶ How does your drawing compare to what your partner drew?

# What does a researcher look like?

- ▶ People being 'researched'
- ▶ Participatory Research

# The Ladder of Citizen Participation



# Participatory Research

<https://www.youtube.com/watch?v=o3xsttz8F8o>

# Benefits of participating

- ▶ Gaining more control over your own life
- ▶ Being aware of and using your personal resources
- ▶ Overcoming obstacles to meet your needs and aspirations
- ▶ Having your voice heard in decision making
- ▶ Being able to challenge inequality and oppression in your life

Dalrymple and Burke (2001: 49)

Dalrymple J, and Burke B, (2001) *Anti Oppressive Practice: Social Care and the Law*, Buckingham: Open University Press.

# How? - Participatory Methods

- ▶ Visual techniques (drawings, diagrams, maps)
- ▶ Role play and drama
- ▶ Photo appraisals and video making
- ▶ Group techniques including focus groups
- ▶ Story telling, writing, essays, diaries, recall and observations
- ▶ Storyboards
- ▶ Semi structured or unstructured interviews

# Differences between conventional and participatory approaches

|      | Conventional                                                                              | Participatory                                                                                                          |
|------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Who  | External Experts                                                                          | Community members, project staff, students, facilitators                                                               |
| What | Pre-determined indicators of success, principally cos and production output               | People identify their own indicators of success                                                                        |
| How  | Focus on 'scientific objectivity', uniform, complex procedures, limited access to results | Self-evaluation, simple methods adapted to local culture, open, immediate sharing of results through local involvement |
| When | Usually upon completion, sometimes also mid-term                                          | Merging of monitoring and evaluation, hence frequent small projects                                                    |
| Why  | Accountability, usually a summary.                                                        | To empower local people to initiate, control and ake corrective action                                                 |
|      |                                                                                           |                                                                                                                        |

Jobes, K. (1997) *Participatory Monitoring and Evaluation Guidelines: Experiences in the field*. Social Development Division, DfiD, London.

# Involving pupils in research

- ▶ UNCRC - Article 12 sets out the right of children and young people to express an opinion and to have that opinion taken into account when decisions are being made on any matter that affects them.
- ▶ “The Welsh Government wants all children and young people to have opportunities to actively participate in decision-making at local, regional and national levels in Wales.”

WG, 2011

# Pupil voice - pupils

- ▶ Develop capacity to reflect on learning = greater control over how you learn and how to improve it
- ▶ Respected, listened to and taken seriously = positive sense of self
- ▶ Views make a difference to how things are done in school = change agents
- ▶ New capacity to take on roles and responsibilities
- ▶ Sense of belonging – more positive membership of class and school
- ▶ See teachers differently

# Pupils voice - teachers

- ▶ Being positively surprised by students = more open perception of pupils' capabilities and attitudes
- ▶ Experiencing a different way of working with pupils = renewed sense of excitement in teaching
- ▶ Positive agenda for improvement = insights that help their professional development
- ▶ Seeing positive changes as a result of student voice engagement

# Focus Group Interview

# Focus Group Interview – Pupil voice

A **focus group** is a form of qualitative research in which a group of children are asked about their perceptions, opinions, and attitudes towards a lesson section or teaching style.

# Focus Group Interview – Pupil voice

Questions are asked in an interactive group setting where children are free to talk with other group members.

The focus group interview is conducted in an informal and natural way where children are free to give views.

# Focus Group / Semi-structured Interviews

- ▶ Positive points?
- ▶ Negatives points?

# Focus Group / Semi-structured Interviews

## Strengths

- ▶ Positive rapport between interviewer and interviewee
- ▶ People are able to talk about something in detail and depth
- ▶ Complex questions and issues can be discussed / clarified
- ▶ Easy to record

## Limitations

- ▶ Depends on the skill of the interviewer
- ▶ Interviewer may give out unconscious signals
- ▶ Time Consuming
- ▶ Depth of information may be difficult to analyse
- ▶ Validity

# Focus Group Interview

- ▶ <https://youtu.be/bPjJ6TPkLVM>
- ▶ Positive points?
- ▶ Negatives points?

- the application of research results to cases or situations beyond those examined in the study

Generalisation

- the degree to which an assessment tool produces stable and consistent results.

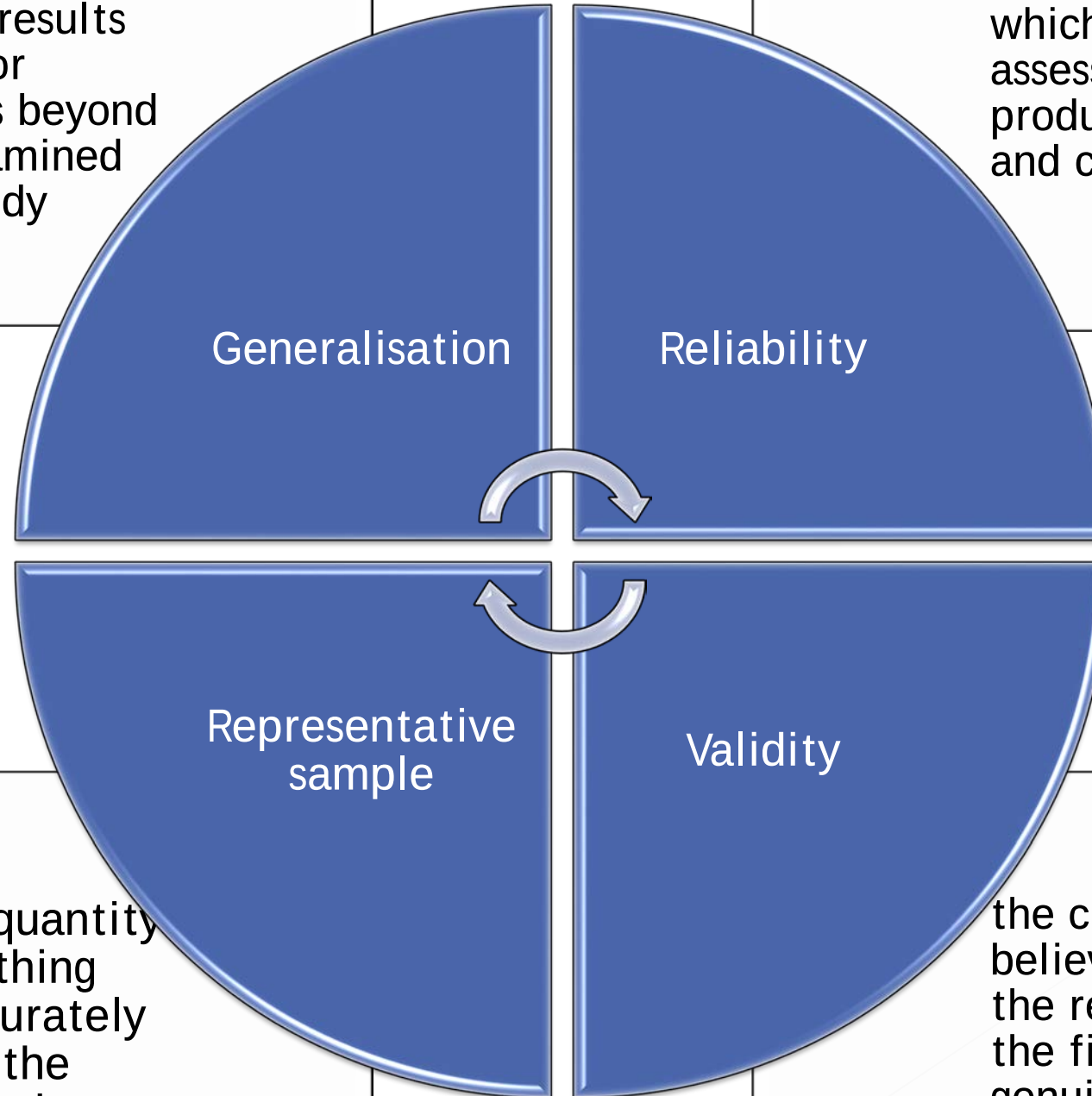
Reliability

Representative sample

- a small quantity of something that accurately reflects the larger entity

Validity

the credibility or believability of the research. Are the findings genuine?



# Issues with validity in a focus group interview

- ▶ The researcher has no real way of knowing if the respondent is lying.
- ▶ The respondent may not consciously lie but may have imperfect recall.
- ▶ An interview can sometimes be a “second chance” to do something; having been given the time to reflect on something they did, the respondent tries to make sense of their behaviour by rationalising their actions. Their explanation for their behaviour, with hindsight, may be very different from what they actually felt at the time.