Participatory Data Collection

Overview

THEME	TIME	MATERIALS	SETUP
▶ NOW	1:45 Hours	(SEE BELOW)	CIRCLE OF CHAIRS

Topic: Tools for gathering input and information on an issue or topic in ways that position participants as the experts on their own experience.

Audience: Youth or adults. At least 10 people are needed for activities to work.

Conceptual Objective: Participants will understand that communities can either be seen as passive or active in data collection processes. Participatory methods involve participants as active agents. Participatory processes help create shared power in a group.

Experiential Objective: Participants will experience using several tools for gathering input and information on an issue or topic in ways that empower participants to make meaning out of the experience for themselves.

Facilitator Prep: Be prepared for each of these sessions to take more or less time than expected. Perhaps facilitate with a partner. If you're interested in a deeper grounding in this work, readings on participatory action research and theater of the oppressed may be useful.

Related Content: The "Research Justice" workshop could be a good warm up. This workshop does not have to be used in its entirety. You could use different techniques as they are useful to you.

Materials: Sticky notes, markers, pens, poster paper, and printed photos., postcards or magazine cut outs.

Procedure

INTRODUCTIONS (3 MIN)

- ❑ Presenters introduce selves, participants introduce self to neighbor

AGREEMENTS (5 min)

- ❑ Invite group to suggest agreements to create a safe discussion environment. They may include:
    1. Stay engaged (Please stay in the conversation, remove distractions.)
    2. Speak your truth (Talk about your own self, life, and story, rather than those of others.)
    3. Experience discomfort (Please stay in the conversation, even when you are uncomfortable.)
    4. Expect/accept non-closure (Some things will remain unclear)
    5. Ouch! (We may feel hurt by what we hear – please speak up when this happens.)

OPENING (2 min)

- ❑ Communities can either be seen as passive or active in data collection processes. Participatory methods involve participants as active agents. Participatory processes help create shared power in a group. Today we will experience using several tools for gathering input and information on an issue or topic in ways that empower participants to make meaning out of the experience for themselves, positioning them as the experts on their own experience. These are all tools that you can reuse for group processes you might lead yourself.

WHO'S AN EXPERT (10 min)

- ❑ Participants pair up
- ❑ Choose an A and B person in each pair
- ❑ A is the expert and has spent years and years studying. Provide a made up word ending in -ism or -ation, such as henratitism or bulblaticization.
- ❑ A's job is to explain to B the essence of their field of study. Then reverse partners. B's job is then to explain the essence of another made up concept to A. The listeners take notes.

In full group, have volunteers report out on what they learned from their partner. Facilitator informs them that no one "got it right" as they are made up words. Debrief: What did it feel like to be the expert? When in your real life to do you perform that role? When do you not? For the remainder of the workshop, you are an expert –- of your own experience. No one knows your experience better than you.

COLLABORATIVE PARTICIPATORY DATA COLLECTION (15-20 min)

❑ Option 1: Present a scenario: Because we are all here to make our shared world a better place and the authors are interested in college students' preparation to becoming agents of change, we'll use that as our example issue.

Option 2: Work with a real issue, drafting your own prompts for the exercises below.

Place poster paper labeled with each of the prompts below. Give groups post-its. Give participants time to write their thoughts – one thought per post-it. Participants place post-its on respective posters. Divide into three groups. Each group visits a station, clumps post-its into themes, and summarizes for full group.

A. What knowledge, skills, traits are most important for effective social change leadership?
B. B. What's missing from the leadership training available to you?
C. What audiences are most leadership development opportunities designed for?
D. D. What leadership development opportunities have you found most valuable?
E. What additional opportunities would you like?

BODIES AS TOOLS FOR DATA COLLECTION (20 min)

❑ This technique is taken from Theater of the Oppressed –- see resources at end. Be sure group is warmed up and comfortable with one another before starting this activity. (The "Where do you stand?" activity could be a good warm up.)

A. Form groups of 4-6, standing together with room to move
B. Have groups assign one member to be sculptor

C. Sculptor's task is to represent the facilitator's word or phrase by making a shape with the clay (other group members). This activity is silent. The sculptor shows the clay how to move by demonstrating with his/her own body. (Do not touch other participants.)
D. Read out words or phrases related to the issue you're exploring. Allow 30 seconds per shape. When time is up, choose one group to be studied by others (researchers). Allow other groups to relax their shape. Ask researcher groups to describe:

   a. The story/narrative they're seeing and what makes them say that
   b. Adjectives to describe the scene

E. Researchers may see things that sculptor did not intend. This is part of the purpose of the activity. After hearing from researchers, give sculptor an opportunity to modify the shape to express what they mean.
F. Repeat three or four times, featuring a different group to be studied each time.
G. G. Words and phrases for the provided scenario could be:

   a. Community Leadership
   b. Campus Leadership
   c. Change Agent
   d. Student Senate
   e. Inclusive Leader
   f. Citizenship
   g. Community
   h. Scholarship
   i. Volunteering

H. Debrief: After all groups have relaxed, returned to seats, discuss:

   a. What was it like to be the sculptor?

   b. What was it like to be the clay?

   c. What an aspect of our issue you're thinking about differently, having done this activity?

   d. What's something about our issue that you're now curious about and would like to understand better?

PHOTO ELICITATION (30 min)

Provide wide array of printed photographs, post cards, magazine cutouts, or if using phones/tablets, create a collection of web-based images for participants to peruse. Images should not be strictly literal and should be open to interpretation.

❑ Lay out images for participants to view.

❑ Invite each person to choose one or two images that speak to them.

❑ Form groups of 3-4.

❑ In their groups, invite participants to review their collective images.

❑ Together, have groups choose one that reflects their sense of the issue you're exploring (for this example, leadership development programs on campus). Have them discuss with one another what they see in the image that relates to the topic at hand.

❑ Return to full group and have each group present their image and why they chose it.

❑ A note taker can be collecting notes from each group, lifting up key themes.

CLOSING OF CONVERSATION (5 min)

Review the techniques explored in the workshop. Discuss: How could you see using any of these techniques in your own setting?

PLUS/DELTA (5 min)

This is one last tool for the group to learn, if they don't already know it: Plus means positive. Delta means change. Ask the group for feedback about the workshop:

❑ Plus: What did you like, or what worked well?

❑ Delta: What would you change? What's something you would have like more or less of?

ADDITIONAL RESOURCES (15 min)

❑ "Participatory Evaluation: What is it? Why do it? What are the challenges?" Ann Zukoski, Mia Luluquisen, Community-Based Public Health Policy and Practice, 2002, http://depts.washington.edu/ccph/pdf_files/Evaluation.pdf

❑ Theater of the Oppressed by Augusto Boal

❑ "Introduction to Research Justice" is adapted by Minnesota Campus Compact staff based on DataCenter: Research to Justice's "An Introduction to Research Justice" licensed under the Creative Commons Attribution. "We are the Experts" and "Inside Research Justice: Knowledge Factory" workshops have been combined for the purpose of this workshop.

This 'Participatory Data Collection" workshop is adapted by Minnesota Campus Compact staff based on a variety of publicly accessible resources on the Theater of the Oppressed, a collaborative workshop designed by Minnesota Campus Compact and Youthprise, and a photo elicitation technique presented by Cathy Jordan of the University of Minnesota . We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.
The Agreement s in this workshop have been adapted from Glen Singleton's Courageous Conversations.

Campus Compact

Minnesota

Survey for "Participatory Data Collection" Workshop

Thank you for taking time to attend this Civic Agency workshop. We are very interested in receiving your feedback. (Alternatively, you may also complete this survey online at http://augsburg.az1.qualtrics.com/SE/?SID=SV_06aoPbGJyJ7I7oF

If you have participants complete evaluations on paper, please scan them and send them to info@mncampuscompact.org.

Your information

Primary Role: Student, Faculty, Staff, Administrator, Community Organization Staff, AmeriCorps/VISTA

Institution (College, University, Organization):

Date:

Please indicate how strongly you agree/disagree with the following about your experience with the Civic Agency workshop you participated in	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt welcomed and included.					
I learned about one or more leadership tools or resources.					
The tools and exercises I learned about are valuable.					
I feel capable of using the tools and exercises I learned about.					
I intend to use at least one thing I learned here.					
Other participants in the workshop helped me see things from a different perspective.					
I developed new or deeper connections with others.					

Is there anything you would like to tell us about your experience with the workshop?