



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Participatory research techniques with school-aged children

Dr Eleanor Hollywood

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Overview

- Childhood
- Children's rights
- Research with children
- Ethical considerations
- Participatory research techniques
- Data analysis
- Conclusion





Childhood

- The concept of childhood has evolved.
- Children's lives have transformed.
- There have been long term shifts in social meanings and experiences of childhood (Grey, Geraghty and Ralph 2016).





Children's Rights

- United Nations Convention on the Rights of the Child (UNCRC 1989)
- Article 3.1 of the UNCRC states: “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, **the best interests of the child** shall be a primary consideration”.
- National Children's Strategy (Government of Ireland 2000)





Research with Children

- Children have things to say and they **want to be heard** (Livesley and Long 2012).
- Conducting research with children is different to conducting research with adults.
- The researcher needs to be mindful of the power dynamic which exists, the ability of the participating child and the context.





Ethical Considerations

Table 5.1: Principles for conducting research with children.

Adapted from DoCYA (2012)

Core Ethical Principles for Conducting Research with Children	Minimising any potential risk or harm.
	Informed consent AND assent of the child.
	Maintain confidentiality and anonymity.
	Adhere to child protection principles.
	Legal obligations & policy commitments related to children.
	Adopting and maintaining a child-centred approach.



Child Centred Approach



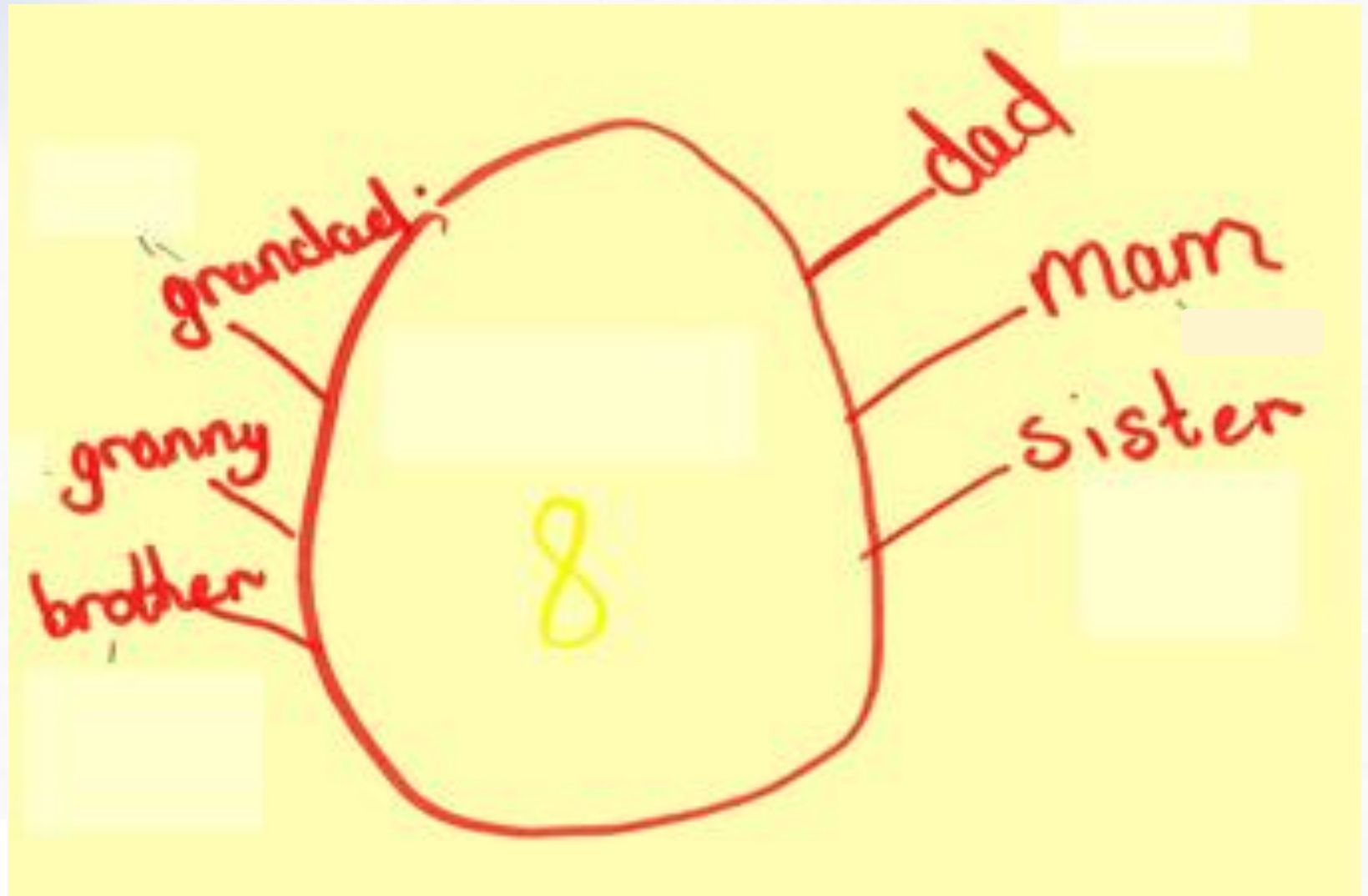
Figure 1: The Lundy Model of Child Participation
(image downloaded from Tierney et al 2018)





The Traffic Light System (Hollywood 2020)



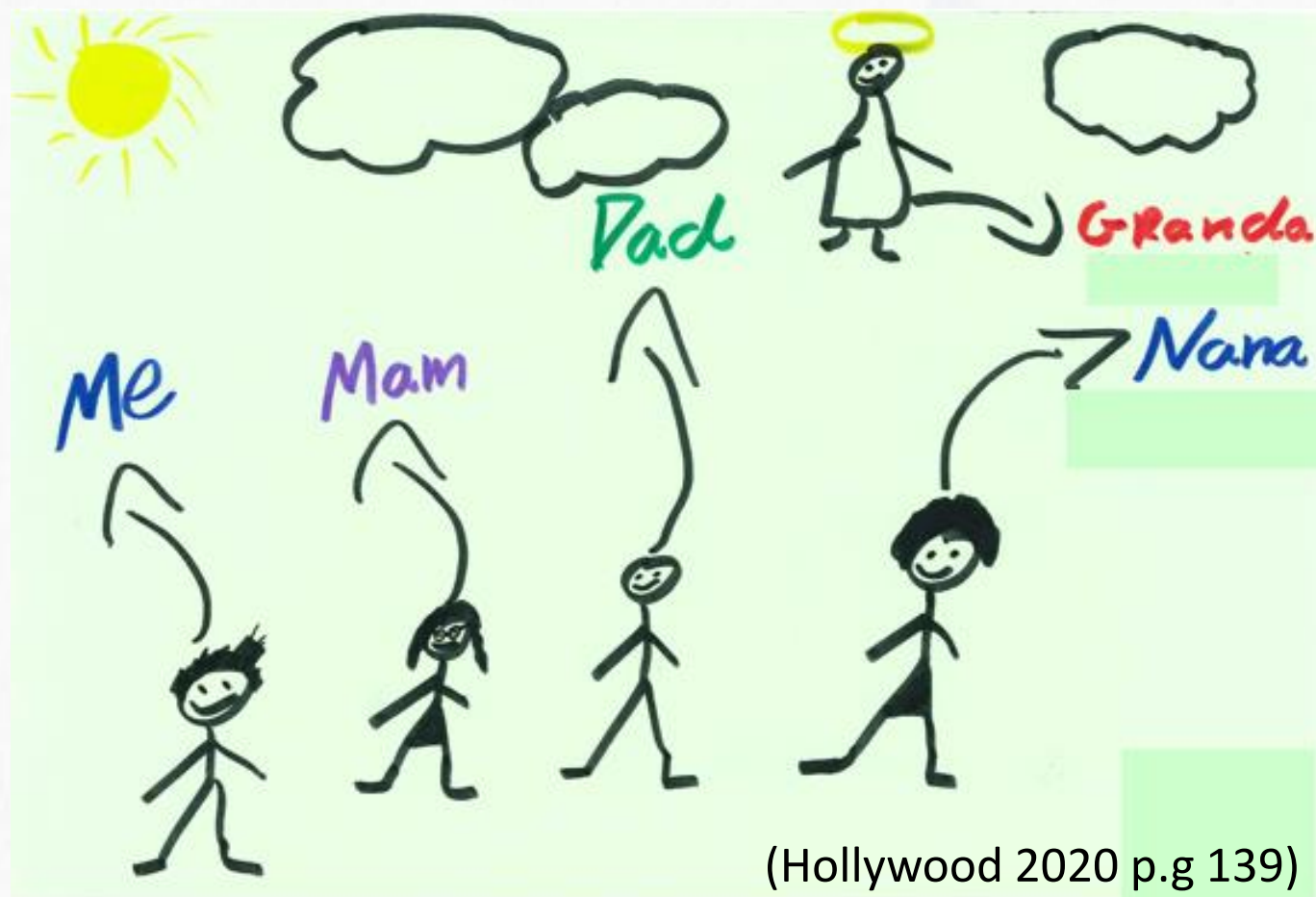




Bobby: My mams dad. He died but I like, I still consider him like as a family member.

Researcher: Yeah, what was he like?

Bobby: Eeeh very nice....He always used to collect me from school.



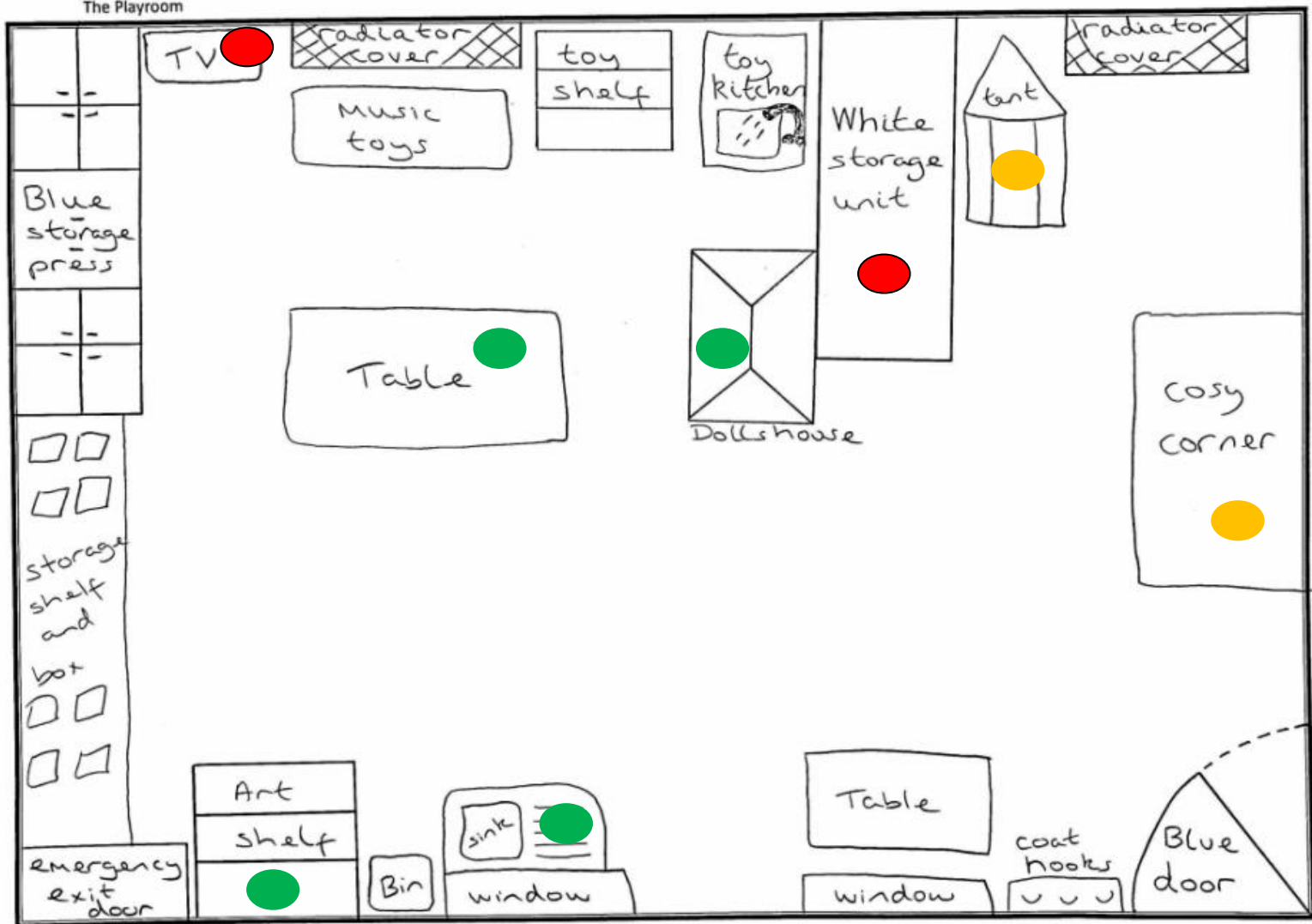
(Hollywood 2020 p.g 139)

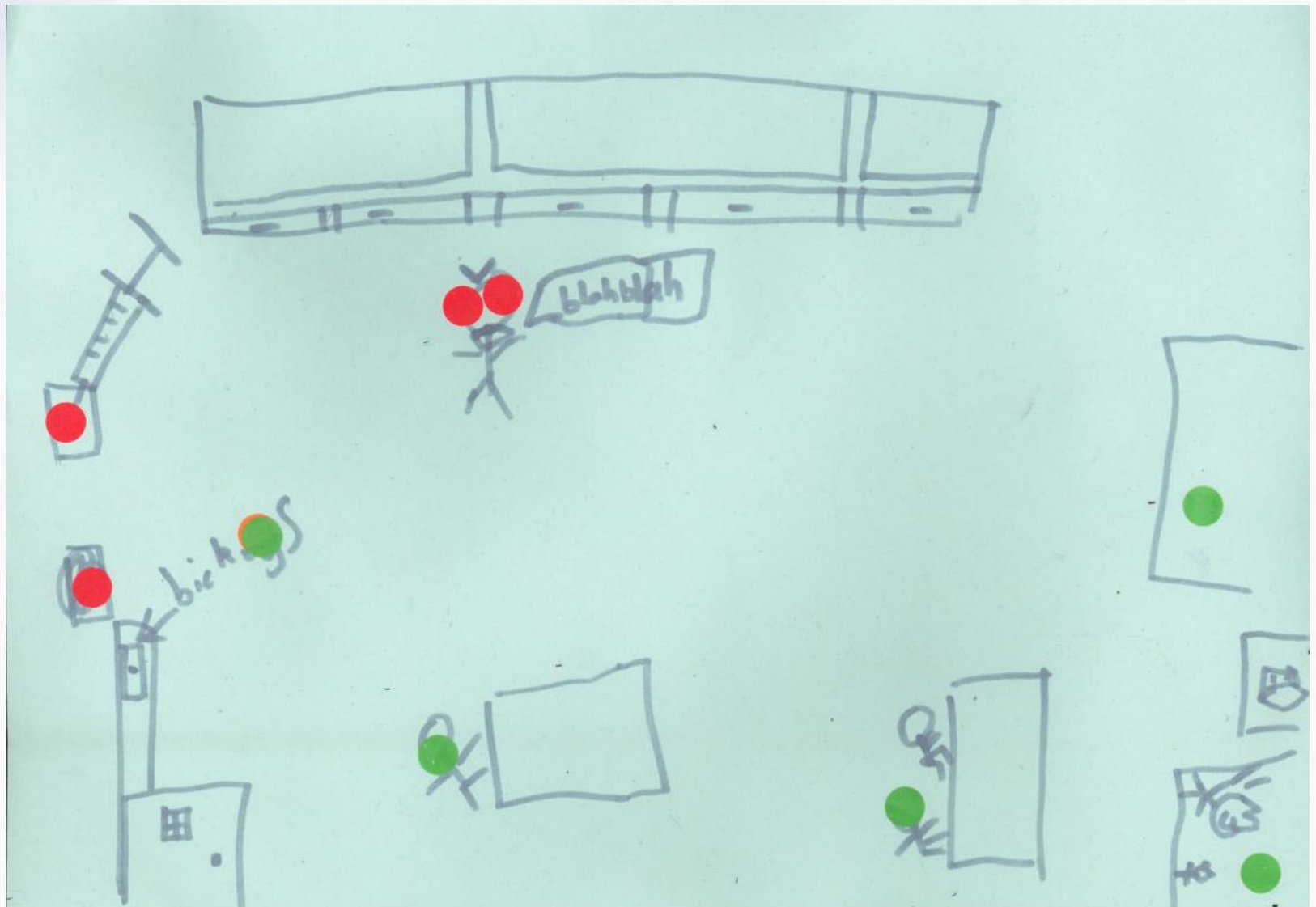


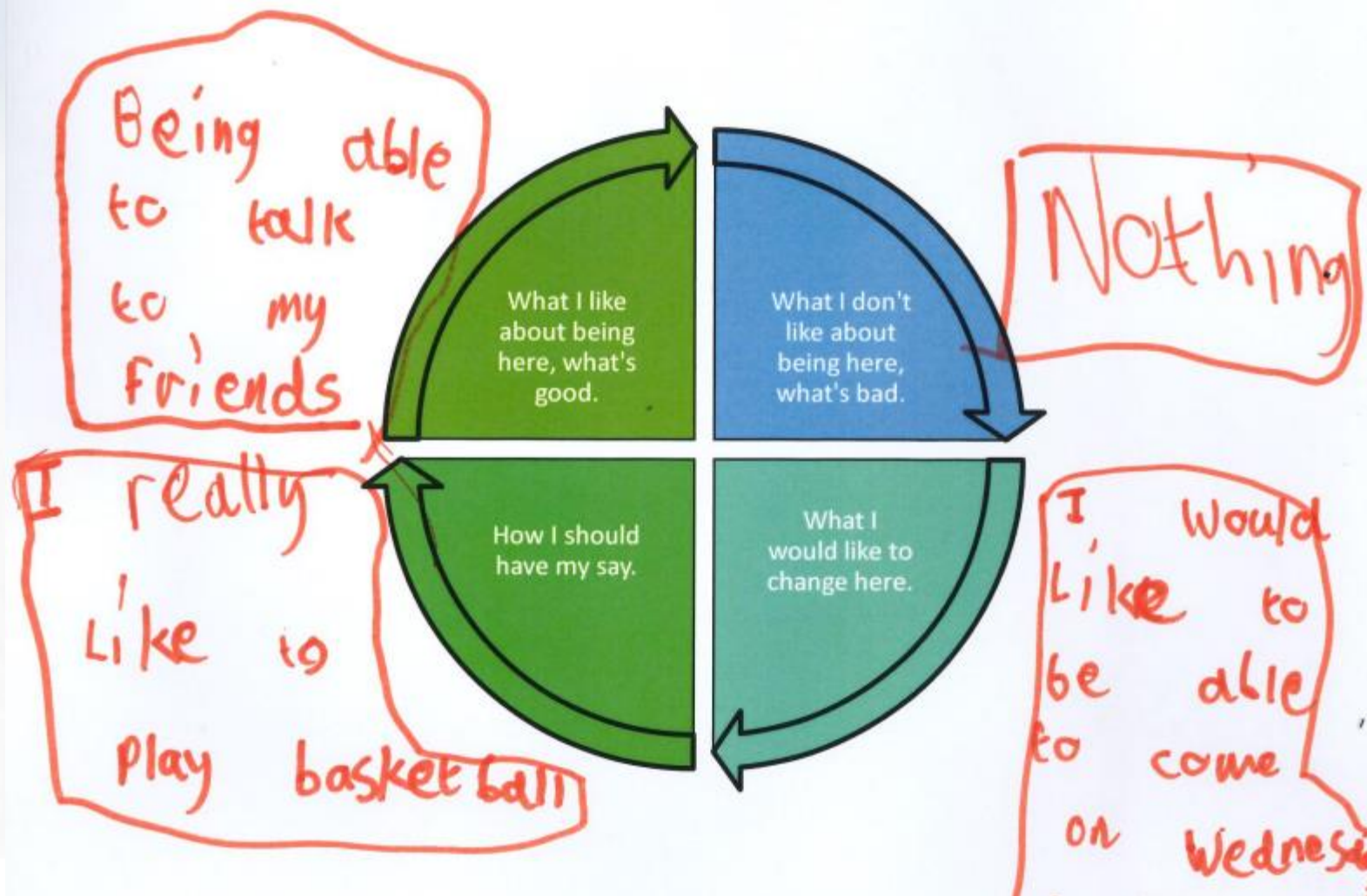




The Playroom









Data analysis

(Hollywood 2020 p.g 150)

Verbal exchange coding with transcript and drawing

Section of drawing coded

Section of interview coded

Family 10

Name	Nodes	Refers
AudioCGI	0	0
AudioGP	0	0
CGI8	143	667
DR2CG18	32	285
DR2CG18	33	99
DR2CG18	13	28
Family 10	7	36
GPM18	129	653

Click to edit

Region

Content

1 30,328 - 408,1640

I: But what you have to do is, I want you to think about what family is, and what does family mean to you? And draw it

C: That's a hard one like how many people do I draw, like

I: As many, it's up to you, I don't mind, you can draw

I: Now show me what you've done? That's lovely, that's a very nice picture. Who is this?

C: That's me

I: Shantel. And who is this?

C: Me Da

I: Your Dad - Gavin isn't it?

C: Yea

I: Who is this?

C: Kevin, (inaudible 47:29.8)

I: Yea, that's

2 440,28 - 2728,2538

So do you think family is important?

C: Yea

I: Why is it important?

Family means

- We take good care of one another.
- We make sure no one is feeling sad or down.
- We don't let anyone go alone.



To Conclude

- Child centred
- Remember your RQ
- Tried and tested techniques
- Consider your population
- How will you analyse
- Give choice if possible
- All participatory techniques need to have a rationale





References

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Thank you for listening!
Happy to answer questions 😊



Dr. Eleanor Hollywood
Associate Professor in Children's Nursing

Email: eleanor.hollywood@tcd.ie

Twitter: @EleHollywood

Group Twitter: @PopulationHBRG



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