

TInnGO Citizen Social Science course

Please Acknowledge Coventry University Centre for Trust
Peace and Social Relations (CTPSR) when using this course
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Transport
Innovation
Gender
Observatory



- TinnGO is a 3 year long research project funded in the context of the HORIZON 2020 Programme of the EU,
- It aims to create a framework and mechanisms for a sustainable game change in European transport through a transformative strategy of gender and diversity sensitive smart mobility,
- It is doing this to ensure that future transport and mobility education, policy, services and products take into account and reflect the needs of ALL members of society,
- Citizen Social Science is one of the ways that we can achieve this.
- We (TinnGO) will gain insight into communities through the Citizen Social Scientists who will be conducting research of relevance to them and their community
- You the citizen social scientists will learn new skills, gain a certificate/digital badge and once trained you could continue to represent a valuable resource for local transport and policy decision makers

LO1:What is Citizen Social Science?

Definition

- Social or community-based research
- conducted by members of the public (that's you)
- with the support of professional researchers (that's us)
- For the benefit of citizens, scientists and the community/society

Associated with lots of other terms:

- Community participatory action research and peer research

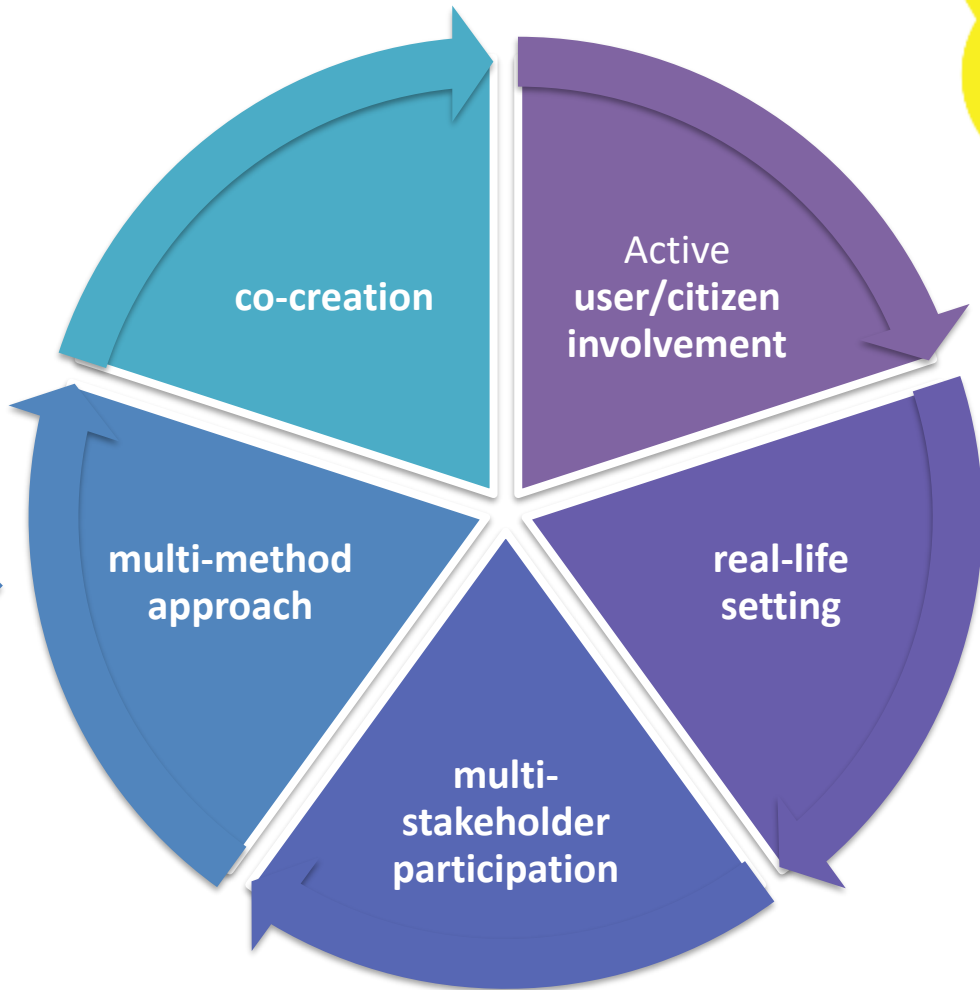
State of the Art examples

- Kythreotis AP, Mantyka-Pringle C, Mercer TG, Whitmarsh LE, Corner A, Paavola J, Chambers C, Miller BA and Castree N (2019) Citizen Social Science for More Integrative and Effective Climate Action: A Science-Policy Perspective. Front. Environ. Sci. 7:10. doi: 10.3389/fenvs.2019.00010
- <https://coactproject.eu/> a new approach to face social global concerns related to mental health care, youth employment, environmental justice and gender equality by engaging citizens as co-researchers

TInnGO Hubs/Living labs



Citizen Social Science



The TinnGO levels of citizen social science and co-creation

LEVEL ONE

- Hubs communicate citizen and stakeholder identified smart mobility challenges to TinnGO designers from their own activities (OR citizens/stakeholders can collect images to be used to provoke discussion).
- Hubs engage citizens and/or stakeholders in workshops or activities

LEVEL TWO

- Concept designs are co-created with the hubs and uploaded to the TinnGO Open Innovation Platform for others to engage with (OR citizens/stakeholders could develop their own designs or concepts).
- Hubs engage citizens or stakeholders in TinnGO activities and communicates their feedback/input

LEVEL THREE

- Once the concept designs are in a style that is easy to engage with, the Hubs run labs with citizen scientists/stakeholders to co-create the next phase. This involves a) Mural workshop b) face to face workshop = x co-creations
- Hubs provide support and/or training to citizens and stakeholders then engages them in gathering data and communicates the results and citizen/stakeholder voices externally

LEVEL FOUR - Optional

- For hubs with additional resource to train citizen social scientists in the TinnGO CSS course and support them to implement, analyse and present their research results

NB: Not all hubs engage citizens some engage stakeholders e.g. transport provider, this is still co-creation

Notes for trainers

The following course can be adapted to suit people with zero to some previous research experience. For guidance we have developed the schedules, based on an assumption of no to low knowledge. As such, the sessions are suggested to run over 4 days. However, the trainer can decide to shorten the sessions based on the following considerations

A – The cohort already has some experience of research

B - The project does not allow for four days (in which case please use your own judgement regarding what is achievable in the timeframe, additional reading or material could be provided separately for example.

C – The methodology sessions can be run separately and people can opt only to attend the session for their chosen methodology

Trainers should leave time for the students to undertake their research and mentoring should be made available to them during this time.

The digital badge should only be provided to students who complete all learning objectives

Flexibility has been provided within the course to insert/adapt with your own materials, visuals, methodologies

Session 1

Understanding Citizen Science

TInnGO

Transport
Innovation
Gender
Observatory



Suggested Agenda Session 1

- 0930 – Introductions and discussion
- 1000 – What is Citizen Social Science?
- 1200 – Break

Session 2

- 1300 – Your research interests
- 1430 – Break
- 1500 – Introduction to research methods (part 1)



First discussion...

- **Why did you want to join this course?**
- **Have you ever done research before?**
- **What do you think Citizen Social Science is?**

Citizen Social Science (CSS) units – learning objectives (LO) and assessment criteria

Learning Objectives	Assessment Criteria
Session 1 1. Understand citizen social science research.	1.1 Explain the meaning of citizen social science/peer research. 1.2 Explain the reasons to conduct citizen social science/peer research.
Session 2 2. Know how to carry out CSS research.	2.1 Describe research methods. 2.2 Explain potential ethical & data management issues that may arise during research.
Own learning/field research 3. Be able to plan a CSS research project.	3.1 Design a citizen social science/peer research project related to gender smart mobility.
Session 3 4. Be able to carry out a CSS research project.	4.1 Carry out a piece of citizen social science/peer research using appropriate research methods.
Session 4 5. Know how to evaluate and present your own research.	5.1 Explain the impact of research methods used. 5.2 Summarise difficulties that have arisen during the research. 5.3 Review your own learning on completion of the research 5.4 Present findings.

What is expected of you?

Session 1 & 2

- An introduction to CSS, research methods and designing your own research
- Complete notes of your ideas in your workbook

Between session 2 and 3

- Finish research design and start your small research project
- Online/telephone mentoring and support sessions with us
- Write up your thoughts and findings so far (we can advise on this)

Session 3 (depending on numbers a session 4 may be needed)

- One/Two days of further training and reflection, with optional citizen researcher presentations
- Complete and submit your short research report

Afterwards

- Receive your certificate and or digital badge
- Keep your research going
- Stay in contact with us and your cohort

LO1: Types of Citizen Science

Citizen Social Science

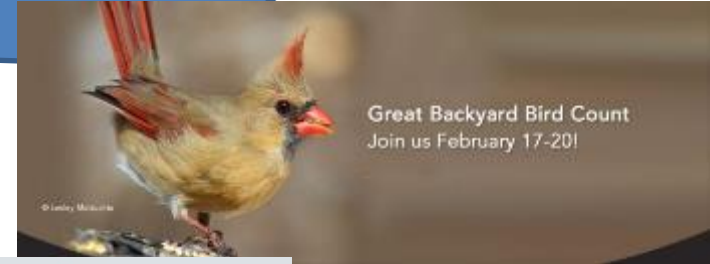
Associated with and/or also called

- Community Participatory Action Research (CPAR)
- community research,
- peer research,



Citizen science/Mass observation

'[Christmas Bird Count](#)' run by the National Audubon Society date from the 1900's

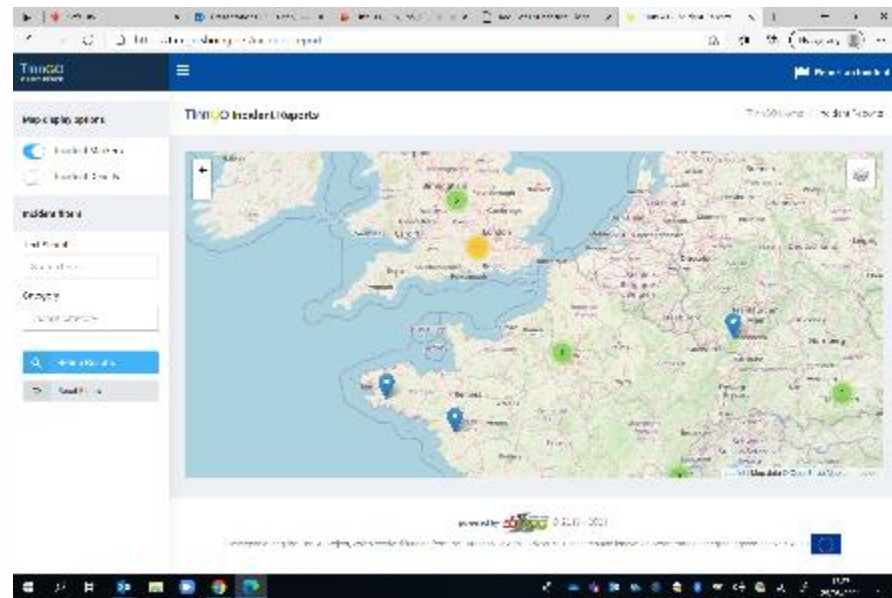
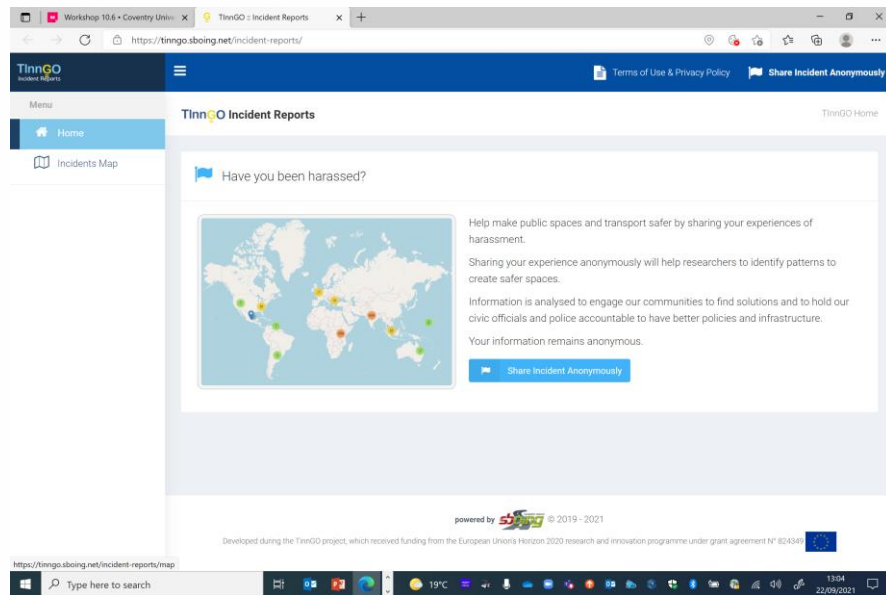


LO2:Example,TInnGO Citizen Science: Crowd Sourced Data

NEED YOUR INPUT!

<https://tinngo.sboing.net/incident-reports>

TInnGO



This project received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement N° 824349



**World Cafe
Women's Transport Workshop**



Join us for tea, coffee, sandwiches & a chat about women's experience on their daily journeys

Our friends from Pakistan & Malaysia are collecting stories & experiences of journeys to work, school, market ... to better understand transport problems.

Working with designers, we can highlight these issues to the policy makers - using our experiences & stories to improve transport experiences of women

1st May 2019 | 10am-12pm | FabLab Coventry
Unit 27 City Arcade, Coventry, CV1 3HX

Travel expenses will be covered -
please provide a receipt



Attendees included 5 refugee women from 5 countries outside the EEA, 2 PhD students born outside the EEA, researchers from the UK, Malasia, USA & 1 young man (UK).

The Focus group aimed to understand challenges the participants faced when travelling.



Why do we need Citizen Science?

- Society is complex, and we don't know enough
- Academic, expert or traditional research isn't sufficient
- Academic, expert or research staff can't access all communities
- The people closest to community issues are well placed to investigate them
- To provide more research, different perspectives, insights, opens up new research avenues and can deepen understanding
- By supporting more people to research social issues, more people can be engaged in addressing them



We need more and different types of research

Scientists are extremely valuable but can sometimes overcomplicate things.

Scientific institutions and scientists create barriers – e.g., terminology:

Ontology, the structure of the nature of reality or the nature of existence
your view of the world

Epistemology, is the potentiality of the knowledge of human beings and about human cognition
the way your world view affects your research

Citizen Social Science can overcome some of those barriers and make research more accessible

- A careful and detailed study into a specific problem, concern, or issue using the scientific method (*Kowalczyk*)
- 'If I have seen further it is by standing on the shoulders of Giants' (*Newton 1675*)
 - *New*
 - *Builds upon previous research*

- **The study of society and the manner in which people behave and influence the world around us.**
- **Tells us about the world beyond our immediate experience, and can help explain how our own society works - from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy.**
- **It provides vital information for governments and policymakers, local authorities, non-governmental organisations and others.**

What is the purpose of research?

Curiosity Led vs Applied

- **Curiosity** – explaining the world around us for the purpose of explaining the world around us
- **Applied** – answers to problems using research and scientific knowledge
- **'Blue sky research'**



- Citizen Social Scientists are often better placed to shed light on the opportunities and challenges that exist within local areas and communities
- Citizen social scientists are valued in the job market, especially within the voluntary sector
- Local funding organisations value these roles within funded projects
- To take up the opportunity for paid citizen social science work in the future
- To start or further a career in research or community development
- Enhance your C.V., get certification from the University, great experience for undergraduates also

10 Principles of Citizen Science

<https://eu-citizen.science/resource/88>

1. Citizen Social Science projects **actively involve** citizens in scientific endeavour that generates new knowledge or understanding. Citizens may act as contributors, collaborators, or as **project leader**.
2. Projects have a genuine **science outcome**. For example, answering a research question.
3. Both professional scientists and citizen social scientists **benefit from taking part**. Benefits may include the publication of research, learning opportunities, personal enjoyment, social benefits and the potential to influence policy.
4. Citizen Social Scientists may, if they wish, participate in **multiple stages** of the scientific process. This could include developing the research question, designing the method, gathering and analysing data, and communicating the results.
5. Citizen Social Scientists receive **feedback** from the project.
6. Citizen Social Science is a research approach like any other, with **limitations and biases**. However, it provides opportunity for greater public engagement and democratisation of science.
7. Citizen Social Science project data is made **publicly available** wherever viable
8. Citizen Social Scientists are **acknowledged** in the project results and publications.
9. Citizen Social Science programmes are **evaluated** for their scientific output, data quality, participant experience and wider societal or policy impact.
10. The leaders of Citizen Social Science projects take into consideration **legal and ethical issues** surrounding copyright and intellectual property (we can help with this)

Some examples:

- Women's experiences of public transport at night in Lisbon?
- How has zero hours contracts and shift work affected your transport habits?
- What would a future transport system for a single mother of 2 children aged 6 and 14 look like?
- Citizen Science combined with Citizen social science (Crowd sourced data) Use the TInnGO harassment tool to gather data from our TInnGO UK hub. So gather data and provide comments on the design/usability of the tool AND/OR they can use <https://reddotfoundation.org/> <https://www.safecity.in/> especially of relevance to people with experience in India
- A day in the life of.... Focussed on a multi modal journey (e.g. experience of use of public transport for multiple activities e.g. dropping children to school, going to work, going to the supermarket, attending an outdoor fitness class etc.)
- Do you feel safe in Coventry? Following an article this week 'The worst thing is knowing he's still out there': Coventry women speak out over safety fears - CoventryLive (coventrytelegraph.net)
- Auto ethnography, To provide a detailed account of barriers and enablers to mobility (transport and moving around a city) in their everyday lives (choose a group you have access to). Reflection on what they have recorded to provide ideas/recommendations to improve their transport experience. Particularly interested in rural women, women from BAME, LGBTQI+ and elderly groups
- Wild card: (Wide topic for Citizen social scientists to respond to) transport careers for women
- Wild card: Green transport design for diversity (Wide topic for Citizen social scientists to respond to)
- Start off thinking big but create a small, focused and manageable project – a pilot

BREAK

TinnGO

Transport
Innovation
Gender
Observatory



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Session 2

Understanding how to carry out Citizen Social Science research

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Session 2: Your research interests

You can research anything related to mobility

Has anything important or different happened to you this year?

What happened to you this week?

Are you working, studying or thinking about that in the future?

Is there a cause related to gender smart mobility that you care about already?

2 approaches:

- The long term planner
- Wandering around until something shiny comes along

What are you interested in researching?

- Why are you interested in this?
- Why is it important?
- Will other people be interested in it?
- What do you want to happen as a result of it?

Ask yourself these questions

Is this research realistic?

Can I deliver it in time?

Do I have access to participants or the subject matter?

Is the scale of it sensible?

Is the research ethical?

Is the research question loaded or demonstrating bias?

Will conducting the research put you at risk?

What resources will you need? Do you have these?

Does this fit in with existing research or something that is already happening?

What would you be interested in researching?

Why?

Who might that involve?

Would you like to do that alone or in a group?

BREAK



Introduction to research methods



LO2: Research Methods (WHAT?)

Qualitative and quantitative

- Qualitative and quantitative (explain pros and cons of each)
- Social surveys
- Focus Groups
- Interviews
- Participant observation and visual methods

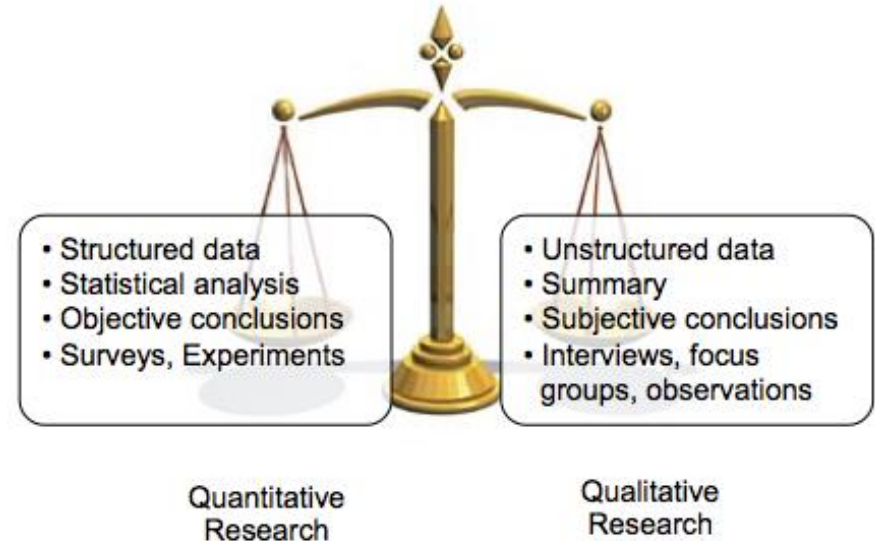
Qualitative and quantitative

- Developed from the traditions of ‘participatory’, ‘action’ and ‘empowerment’ research
- Members of the research target group adopt the role of active researchers, interviewing their peer group about their experiences
- Adopts a ‘bottom up’ approach where those individuals who are going to be directly affected by the research play an active role in the process
- Adopts standpoint that peers are ‘experts’ within their field of experience

What are 'research methods'?

Research methods refers to the tools you use to do research. These can be qualitative, quantitative or mixed.

- Quantitative methods examines numerical data with use of statistical tools - represented using graphs and tables.
- Qualitative data - non-numerical, focuses on establishing patterns.
- Mixed methods - composed of both qualitative and quantitative research methods.



- Relating to, measuring, or measured by the **quantity** of something rather than its quality
- Often large scale using surveys, structured questionnaires, experiments
- Involves the use of numbers = breadth rather than depth

- Relating to, measuring, or measured by the quality of something rather than its quantity.
- Often small scale using observation, unstructured interviews, focus groups, visual methods and interactive methods such as Mural
- Involves the use of words/narrative/images. Depth rather than breadth

The best way to make sense of this is to think of a busy 9am metro service.

Quantitative methods will aim to determine how many people used this particular metro service, whereas **qualitative** methods would try and understand why the people got on and off this particular service – what were the weather conditions, was it raining, what day of the week was it? Or was another service cancelled to make this service so busy?



End of Session 2

Questions & Answers

Plan for Session 3 & 4

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Session 3

Questions & Answers

Plan for Session 3 & 4

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- **Social Surveys** – typically structured questionnaires designed to collect information from large numbers of people in a standardised form.
- Social Surveys can be carried out in a number of different ways – self-completion, online, or a structured interview.
- Online surveys can also be used to connect to people online and through social media. [Surveymonkey.co.uk](https://www.surveymonkey.co.uk) is a good place to start.

Open questions with more flexibility in the answer:

Q. What do you miss the most since the bus route into the town centre has been cancelled?

A. I miss bumping into people in the queue at the shops in town and feeling part of the local area. I used to eat my lunch in the park and watch the dogs playing. I really miss that.

Closed questions with specified answers:

Q. What do you miss since you can no longer access your main public transport route into the city centre?

- A. Being able to meet friends.
- B. Accessing leisure activities such as visiting the park
- C. Accessing exercise activities such as swimming
- D. Being able to buy food more cheaply

- More in depth, personal experiences
- Interviews range through a continuum, from structured, through semi-structured, to unstructured interviews.
- The structured interview is at the quantitative end of the scale, and more used in survey approaches.
- The rest of the scale, semi-structured and unstructured, is the area occupied by qualitative researchers = flexibility and lack of structure
- Informal, non-directed, open-ended, conversational, biographical, oral or life history and ethnographic.

- Structured/formal interviews: Like questionnaires. Each interview is conducted in the same standardised way (same wording, tone, questions etc.)
- Unstructured/informal: Guided conversations. The interviewer is free to vary the questions & wording, which allows the interviewer to pursue the line of questioning that they feel is appropriate.
- Semi-structured: Interviewers have the same set of questions, but the interviewer can ask additional follow up questions.
- Group: Usually relatively unstructured. They include focus groups, where the researcher asked the group to discuss certain topics and records their views.

- **Structured**

1. What's do you most miss about your local bus route?
2. Why do you miss that?

- **Semi-structured**

1. Tell me what it's been like for you since the bus route has been cancelled.
Prompt if needed: What do you tell me a bit more about that? Why?

Establishing rapport

- **when conducting interviews it is important to establish rapport with your interviewee**
- **make them feel comfortable and at ease and the interview will flow better.**
- **tell them what will happen, when it will end, what you're research is about and what is expected of them.**
 - 'It's fine if you don't have an answer and there aren't any wrong answers'.
- **use inclusive language and try to mirror the language participants use**
- **credulous listening**
- **summarise what they have said after each answer so they know you're listening.**
 - 'From what you've said, it sounds like you really miss the park'



Participant Observation or Ethnography

- Typically a qualitative method
- Studies a subject in their own, natural environment
- You should aim to not interfere with this. Be subtle in collecting data.
- Take lots of detailed notes. You will not remember everything.
- Try to be objective.
- Try to understand the subject's point of view.



Visual methods

- Audio recording, film, and traditional video have a long history of use in many areas of social and psychological research, especially in anthropology.
- Photo elicitation – using photographs to provoke a response, can help overcome communication difficulties or memory blocks. People respond well to viewing photographs - it can be like viewing a family album and lessens the strangeness of an interview situation.
- Video interviewing – advantage of extending the research access by providing participants with video cameras to present aspects of their life worlds that a researcher cannot directly observe notably for religious, cultural or social reasons.



A focus group is a data collection procedure in the form of a carefully planned group discussion among about ten people plus a facilitator and observer/note taker, in order to obtain diverse ideas and perceptions on a topic of interest in a relaxed, permissive environment that fosters the expression of different points of view, with no pressure for consensus.

What is your experience?

- Have you ever run or been in a focus group? What lessons can we share?
- How is it different from a group meeting
- Think of three (or more) advantages and limitations of focus groups

When to use a focus group?

- Obtaining general information about a topic of interest
- Generate research hypotheses for further enquiry
- Gather views/experiences of targeted service users
- Stimulate new ideas or projects
- Have access to a predefined group
- Short of time/resources



What is needed to run a focus group?

- A Team – facilitator and note taker
- A space
- Participants/sample
- Time
- Questions/themes – a Topic Guide
- Recording equipment
- Enthusiasm and knowledge



Planning a Focus Group: Facilitator

- Helping to design the topic guide
- Setting the scene, explaining the purpose
- Introductions
- Keeping group focused and on time
- Encouraging participation from all
- Run through the topic guide
- Use prompts and probes
- Summarise discussions
- Debriefing and write up notes



Breakout Activity

- Discuss the main differences between quantitative and qualitative research methods.
- Which do you prefer and why?
- What does your choice of research methods say about you?

Homework

- **Open your workbook and complete some if you can**
- **Write down a research topic**



IF you do not have time or do not want to go into detail on any one method you can finish the methods session here

The following slides are an example of how to deliver a more in-depth Citizen Social Science targeted session on how to run a focus group.

End Session 1 & 2

Questions and Answers

Planning for next steps

TInnGO

Transport
Innovation
Gender
Observatory



Planning a Focus Group: Note taker/observer

- Be in touch with participants before FG
- Helping to design the topic guide
- Arrange room with facilitator/briefing
- Bring/organise all relevant materials
- Welcome people as they arrive
- Ensure recording equipment works
- Take notes of themes, issues, interesting observations and comments
- Debriefing and write up notes



Planning a Focus Group: Logistics

- Selecting the participants/sample
- Deciding on the time and location
- Inviting the participants/inducements
- Specific issues to consider
- How can we identify participants and select a sample?
- How can we encourage them to participate?
- What questions might they ask us?
- What issues will we need to consider when deciding a time and location for the FG?
- What diversity/equality issues should we consider to increase participation?
- Inviting and reminding



Planning a Focus Group: Topic Guide

- The Topic Guide is an outline, prepared in advance for a specific set of respondents that covers the topics and issues to be explored.
- It is a set of questions/themes to be asked/discussed
- It can help ensure each group is given adequate time/opportunity to discuss
- Be helpful if the facilitator is from outside and unfamiliar with the issues/organisation
- Help the facilitator stay on track/time
- Helps with analysis and structure of the report



Planning a Focus Group: Topic Guide

- Design a topic guide that can be used to run a focus group
- The main topic should relate to gender smart mobility

Thinking about questions

- Use general questions early in the FG
- Use specific and focused questions later in the session
- Use positive questions before negative questions; “what’s good about local transport” before asking about the downside

Types of questions

- Avoid leading questions, loaded questions, multiple questions
- Use open questions
- Use specific closed questions

Types of questions

- Use prompts and probes (pauses)
- Follow-up questions
- Closing questions
- Summary questions



Running a Focus Group

- Opening – welcome, overview ground rules
- Confidentiality/Consent
- Building rapport
- First question
- **Following topic guide**
- Role as a facilitator
- Summing up
- Appreciating
- Closing



Discussion

- How will you deal with someone dominating the focus group?
- How will you engage someone who does not speak?

Listening Skills

- Active listening
- Demonstrate you are listening
- Neutrality
- Honest and open information
- Silence/Pauses

After the Focus Group

- Debrief? Who with? Why?
- Change topic guide?
- Write up notes
- Analyse
- Write the report
- Recommendations/Actions



Feminist research acknowledges the centrality of female/gendered knowledge and experience and places an emphasis on the social construction of meaning, with emphasis on the role of language as the primary vehicle of such constructions. The TInnGO project aims at creating theory grounded in the actual and diverse experience and language of various groups of women. This contrasts with traditional approaches to science that have valued objective knowledge, expertise, neutrality, and separateness. These values have been opposed to subjective knowledge, understanding, art, communion, and experience. Feminist social science requires situated, embodied and localized knowledge which is more complex. This type of passionate scholarship demands rigor, precision, and responsibility in the highest degree.

Specific interview techniques for in-depth insights

Laddering - used in structured interviews or focus groups



A flexible and comprehensive approach to standing in another's shoes to understand their point of view



- Personal Construct Theory (PCT) was developed by George Kelly in the 1930s. As a clinical psychologist, he felt that the science of psychology was actually standing in the way of understanding his clients.
- Correlational studies had produced laws about human behaviour, e.g., links between smoking and extroversion, based on large samples of people. Kelly felt that this did not allow him to make predictions when dealing with an individual.
- Observer bias was also of concern to Kelly. It can pose a serious obstacle to understanding someone else's point of view.

Kelly (1963) developed his theory from the premise of '(wo)man the scientist', who develops hypotheses, tests and modifies or discards them, developing a network of 'constructs' or values along the way. Kelly believed that we are all scientists trying to make sense of our world, conducting our own experiments and testing hypotheses. We develop our own network of constructs through which we 'construe' the world around us and make predictions about it.



Constructs



Constructs

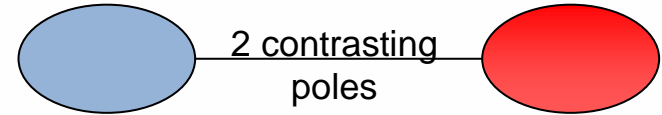
Look at your self-characterisation given for homework, and pick out the constructs.

Constructs

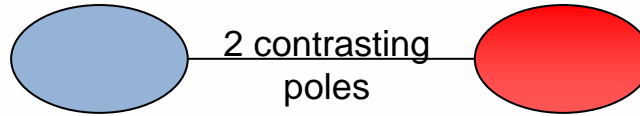
*I liked bumping into people in the queue at the shops
in town and feeling part of the local area.*

Constructs are bi-polar

- Satisfying – Disappointing
- Quick – Slow
- Successful – Unsuccessful
- Reliable – Unreliable
- Entertaining – boring
- Trustworthy – untrustworthy



Constructs are bi-polar



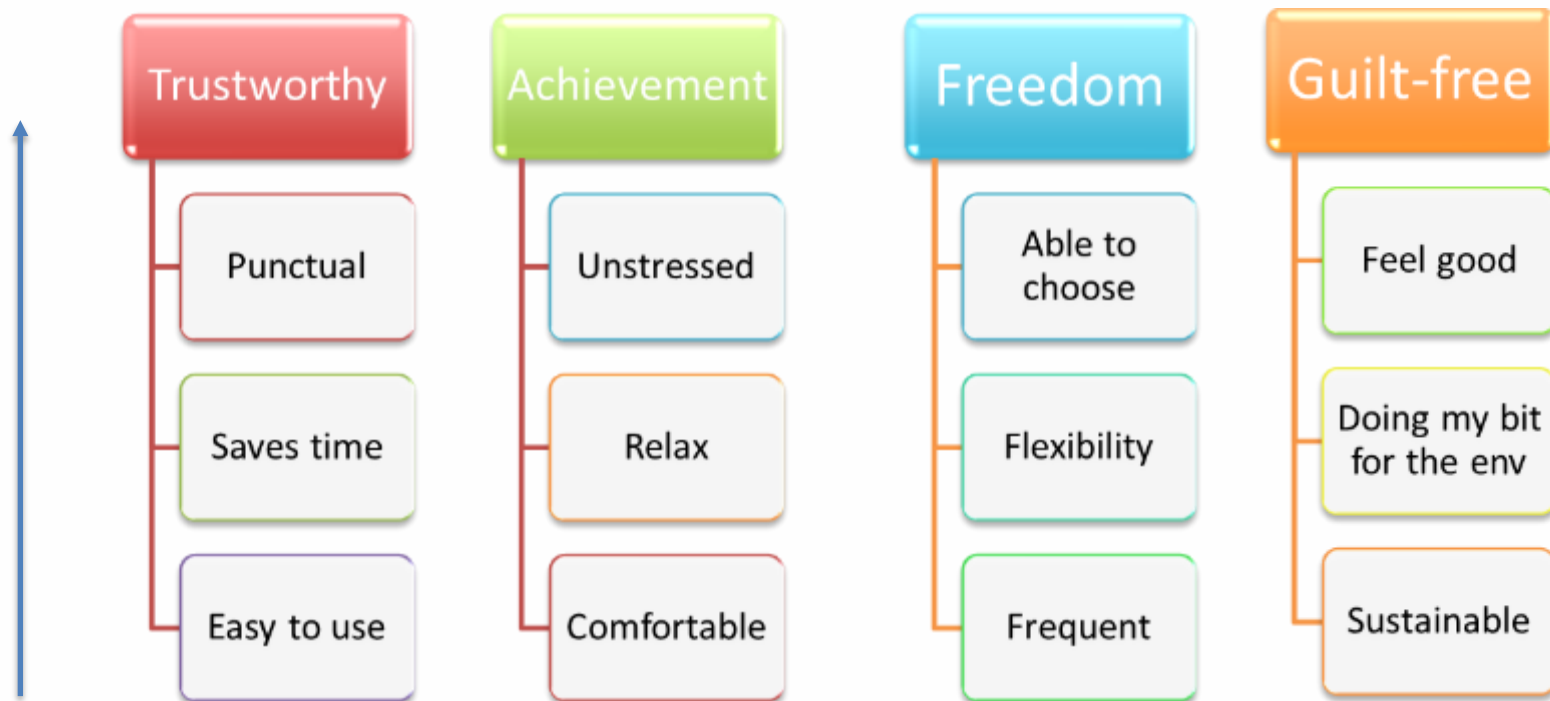
- Like bumping into people – Prefer to keep to myself
- Feeling part of the local area – Feeling isolated

Constructs and Elements

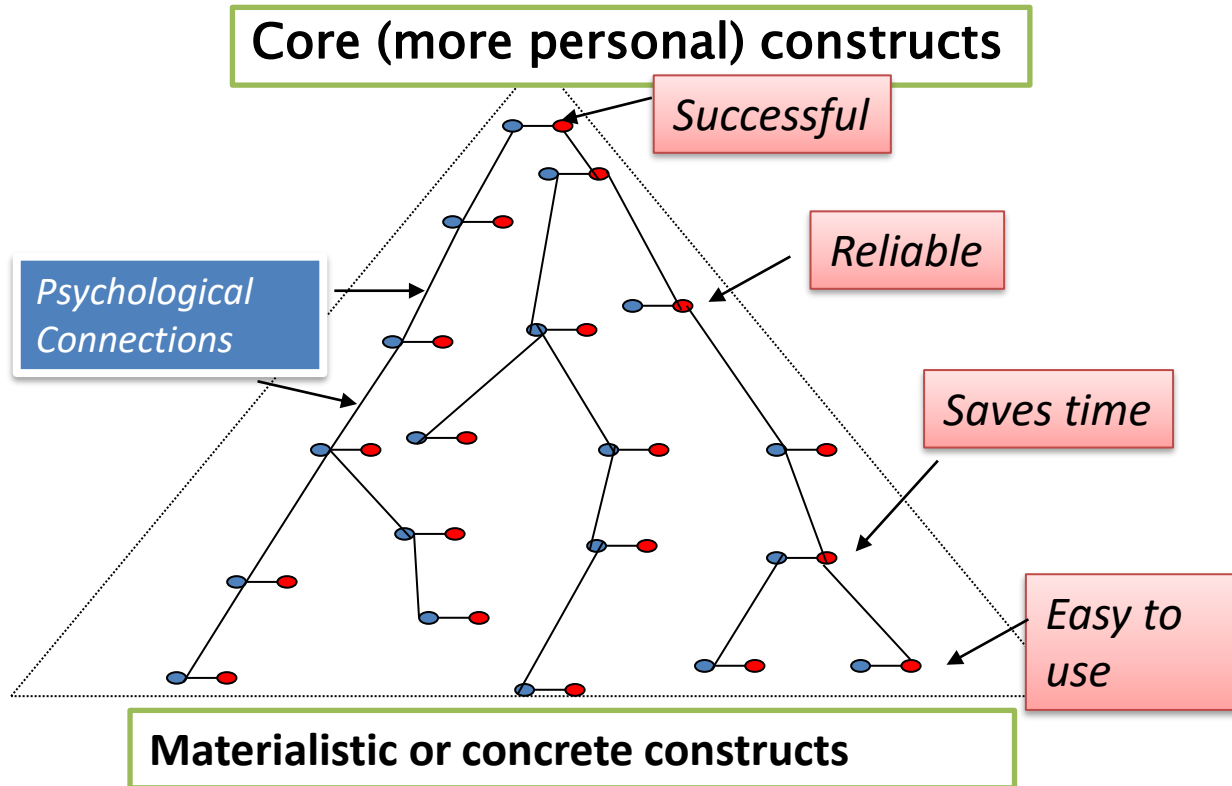
*Constructs are **networks** of meaning through which people see and interpret the elements in the universe of situations through which they move.”*

Laddering





A Construct System



Summary



- We construe the world around us
 - develop expectations
 - and act accordingly (conduct experiments)
- If our experiment fails, we may feel invalidated at a core personal level.
- *If you want to know something about someone, ask them.*



Eliciting techniques for laddering



why do you choose X?

what is the opposite of that?

which do you prefer?

why?



Laddering

1. What do you think of the shared bike system? *Easy to use*
2. What is the opposite of that? *Difficult to figure out*
3. Which do you prefer? *Easy to use*
4. Why is that important to you? *It saves me time*
5. What is the opposite of that? *Wasting my time*
6. Which do you (generally) prefer? *Saving time*
7. Why is that preferred/important/advantageous? *Can achieve more*

Elements to construe

- **TInnGO tools and solutions**
- **Design provocations**
- **Mobility systems**
- **Hub recommendations**

Practice

- Work in pairs, taking turns to ask the questions
- Choose an 'element' as the starting point
- Practice laddering to get to higher level constructs from the emergent concrete construct

- Credulous listening - repeat the constructs the way they emerged
 - Do not rephrase or interpret
- Always check the opposite pole
- Always check the preferred pole

Session 3

Ethical considerations and research design



Transport
Innovation
Gender
Observatory



Suggested Agenda

- *0930 – Introductions and Recap*
- *1000 – Ethical research and research questions*
- *1200 – Break*
- *1300 – Getting started on your research*
- *1430 – Break*
- *1500 – Setting up support and preparing your short report/presentation*



Discussion

- Why should we be concerned with research ethics?
- What should we consider?

Key Principles

- Ensure integrity and quality
- Fully informed staff/subjects about purpose, methods, involvement and uses of the research
- Risks of participation
- Confidentiality and anonymity
- Voluntary participation, free to withdraw
- Independence/conflicts of interest made explicit

LO2: Research Ethics in Citizen Social Science Lots of slide as as relevant for TInnGO & need input Its important!

Why do we need research ethics?

- To protect you
- To protect the participants
- To ensure good, honest and truthful research
- With great(ish) power...



Ethics in Action

- Explain from outset when recruiting
- Provide an information sheet (an example will be provided)
- Provide a named contact
- If FG fully explain the research
- Participants complete a consent – informed consent
- Explain confidentiality/storage of information
- Demonstrate professional competence
- Equality, diversity, dignity, respect

LO2: 6 Principles of Research Ethics

1. research should aim to maximise benefit for individuals and society and minimise risk and harm
2. the rights and dignity of individuals and groups should be respected
3. wherever possible, participation should be **voluntary** and appropriately **informed**
4. research should be conducted with integrity and transparency
5. lines of responsibility and accountability should be clearly defined
6. independence of research should be maintained and where conflicts of interest cannot be avoided they should be made explicit (UK, Economic and Social Research Council)



4 practical considerations

- You need to plan how you will manage and store data
- Data must be stored in a way that it is confidential and that information is safe, it should be locked away and will need to be destroyed by a specific date to be agreed.
- Only collect what personal data you really need.
- Make sure the participants right to withdraw data is explicit
- Need to define how confidentiality is maintained, what is anonymous, any quotes will be anonymous or permission asked, not used if there is identifying factor.

LO2: The main things to consider

- **Participants need to be free from coercion**

- 'I understand that my participation is voluntary and that I am free to withdraw at anytime without giving a reason.'

- **Informed consent**

- 'I confirm that I have been informed about this piece of research by the researcher and have had the opportunity to ask questions.'

- **Confidentiality and anonymity**

- 'I understand that all the information I provide will be treated in confidence, any data I provide will be anonymised and I will not be identified by my name or other recognisable characteristic as a result of this research'

LO2: The main things to consider

- **Recording consent**

- I agree to be recorded as part of the research project (if applicable) Informed consent

- **Researcher safety**

- Does the research process place you in harm in any way?
 - It needs to be Covid-secure

- **Participant safety**

- Research with vulnerable populations – children, mental capacity issues, vulnerability of many forms ASK US FOR SUPPORT
 - Challenging or distressing topics

- **Will they see your research afterwards?**

LO2: An example from insert hub/city this week

What are the advantages and challenges of researching this topic through citizen social science?

What ethical issues may arise? How could they be overcome?

National Express West Midlands cutting bus fares on Freedom Day

By [Deena Farooqi](#) | [Wolverhampton](#) | [Times](#) | Published: 6 hours ago

National Express West Midlands is cutting bus fares – as the region sees all Covid restrictions lifted next week.



The new ticket prices will start on Monday and will save the average commuter around £130 a year.

BREAK



Session 3 Getting started on your Research design

TInnGO

Transport
Innovation
Gender
Observatory



LO2: Recap ethics: What do you practically need to do?

- Inform participants what the research is and what you'll be doing with the data
- Verbal or written consent
- Make participants anonymous
- Check with CSS trainers/mentors if you're researching with vulnerable groups
- Keep yourself safe
- Use templates for the documentation



Citizen Social Science Ethics Templates and Examples

Dear Citizen Social Scientists,

Below are some templates and suggested texts for you to use in your research. As a reminder, it's important for those taking part in your research to be told:

What your research is

What you'll do with the things they tell you

That you will keep their data anonymous and confidential – they won't be named in any presentations or reports

That they can leave the research project at any point

The text below can be changed to fit with your research. Try to keep the main elements above in your final version. If you have any questions, just let us know.

LO3 Example: Thanks for agreeing to take part in this interview/focus group.

It will take around 30 minutes and will help me to complete my research as part of my Citizen Social Science course.

*My research is about **[title of project]**. I'm conducting this research as part of a Citizen Social Science course provided by the funded project TInnGO. I'm speaking to people who **[are concerned with the topic]**. I am really interested in learning about your experiences of this and would be grateful if you can share some thoughts with me during our interview/focus group.*

*Your participation in this research is voluntary and, if you would like to, you can withdraw your responses at any point by contacting me on **[email address]**. I intend to use the answers you provide to understand more about the topic and may present my findings to my trainers and other participants on my course to demonstrate that I am capable of carrying our research and to add to people's understanding of this important topic. I may also present my research outside of this course or have parts of it published in **[name of the journal, website, etc.]**.*

All the information you provide will be anonymous and you will not be identified within any report, presentation or publication related to this research. I will not share the recording of this interview/focus group with anyone else but may use extracts (such as quotes) from it in my coursework or presentations. I will ensure that you will not be identifiable in this and that your information is kept anonymous. If you would like to receive any further information about the research or a copy of my findings, I would be happy to share that with you. Just let me know. Thank you so much for taking part.

L03 Example: What do you need for surveys?

At the start of the survey, include some text to briefly inform people about your research and their role in it.

An example would be:

Thanks for agreeing to complete this short survey. It will take no more than 10 minutes to complete and will help me in completing my research as part of my Citizen Social Science course.

*My research is about **[title of project]**. I am really interested in learning about your experiences of this.*

*Your participation in this research is voluntary and, if you would like to, you can withdraw your responses at any point by contacting me on **[email address]**.*

*I'm conducting this research as part of a Citizen Social Science course provided by the funded project TInnGO. I intend to use the answers you provide to understand more about the topic above and may present my findings to my trainers and other participants on my course to demonstrate that I am capable of carrying out research and to help add to people's understanding of this important topic. I may also present my research outside of this course or have it published in **[name of the journal, website, etc.]**.*

It's important to note that I am not asking for your name from this survey. All the information you provide will be anonymous and you will not be identified within any report, presentation or publication related to this research. Thank you so much for taking part.



LO3 Example: Data analysis methods and tools – general

- Useful tools: survey providers & SPSS for quantitative, NVIVO for qualitative
- But: they do not do the analysis instead of you! The cognitive work will happen in your head
- Be critical, self-reflective, and beware of bias!
- Be creative! → mindmaps, visualisations, sticky notes, Mural/Padlet, scorecards
- Keep a log about what you are doing

LO4 Example: Data analysis methods and tools - specific

- Possible combinations, emphasises, rejections of the following examples depend entirely on your project! These are guidelines only.
 - Data clear-up (quantitative: survey result sheets; qualitative: jottings/transcriptions)
 - Visualisation of data (charts, figures, maps, drawings, photo/video data)
 - Searching for codes, patterns, correlations, significant connections
 - Statistical analysis of quantitative data – several ways to do, ask an expert if unsure
 - Content analysis of qualitative data – several ways to do, ask an expert if unsure
 - Its working for migration, can it work for gender smart mobility <https://www.youtube.com/watch?v=RCss9ObakEs&t=227s>



LO5: Know how to evaluate your own research

- Explain the impact of the research method used
- Summarise difficulties that have arisen during the research
- Review own learning on completion of the research project.

Recap of this week

- *TInnGO*
- *CSS - A group of people who can change how social research is conducted in within gender smart mobility*
- *On the shoulders of giants and the world beyond our immediate experience*
- *Research methods – background reading, interviews, focus groups, surveys, questionnaires and observations*
- *Ethical research – informed consent and safety*
- *Your research interests, topics, questions and now projects*

BREAK



Support and next steps

1. **Complete the CSS Workbook and presentations from this week**
2. **Ethics templates**
3. **Office Hours for mentors whilst you do your research**
 - Insert e.g. Tuesday 9-12pm
 - Insert e.g. Friday 1-3pm
4. **Mentors: INSERT NAME OF TRAINER/S**
5. **Groups around themes: If themes have been identified and CSS have buddied up**
6. **Date of Session for presentations of research (for those who want to)**
7. **Facebook – the CSS may want to set up a facebook group or WhatsApp**

LO5: Session 4 Research report/presentation

TinnGO
Transport
Innovation
Gender
Observatory

A short report to include description of;

- The research question
- The method chosen and why
- Ethical and data considerations
- Difficulties encountered
- Main findings
- Review of experience and learning from doing the research





Thank You

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