

APPENDICES TO:

RESEARCHING BEHAVIOUR :

A Q METHODOLOGICAL

EXPLORATION OF THE

POSITION OF THE YOUNG

PERSON AS RESEARCHER

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Submitted for Doctor of Education (Educational Psychology)

Department of Educational Studies

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CONTENTS

| | Page |
|--|-------------|
| Appendix 1a -Letter to link teacher at sec1 | 5 |
| Appendix 1b -Ethics approval letter | 6 |
| Appendix 2 -Letter to potential 'co-researchers' | 8 |
| Appendix 3 -Briefing for potential co-researchers : Outline of presentation/discussion with A level Psychology students at Sec1 | 11 |
| Appendix 4 - Benefits | 12 |
| Appendix 5 -Instructions for Q sort re benefits | 14 |
| Appendix 6 -Statements related to benefits to young people and taking part in the project | 16 |
| Appendix 7 -47 statement grid | 17 |
| Appendix 8 -Items used with Co-Researchers in Sec1 | 18 |
| Appendix 9 -Draft plan used with student 'co-researchers' (numbers refer to research skills in separate document) | 19 |
| Appendix 10 -Labels used to facilitate production of code of conduct | 24 |
| Appendix 11 -Blank Code of Conduct | 26 |
| Appendix 12 -Code of Conduct scenarios: | 27 |
| Appendix 13 -Planning research-Framework | 28 |
| Appendix 14 -Focus Group Guidelines | 30 |
| Appendix 15 -Focus group-guidance | 31 |
| Appendix 16 -General guidance for running group activities | 33 |
| Appendix 17 -General guidance for running group activity using photo stimulus | 35 |
| Appendix 18 -Information sheet for Key Stage three pupils | 39 |
| Appendix 19 -Photo labels for use with KS3 pupils Sec1 | 41 |
| Appendix 20 -Agony aunt letters | 44 |
| Appendix 21 -Evaluation sheet for Key Stage three pupils | 45 |
| Appendix 22 -Information sheet for parents of Key Stage three pupils | 46 |
| Appendix 23 -Statements 'harvested' from co-researcher activity | 47 |
| Appendix 24 -Consent form for Co-Researchers (Sec1 and Sec2) | 50 |
| Appendix 25 -Checklist for using the activity | 51 |

| | |
|--|-----|
| Appendix 26- <i>Developing my Q set so as to explore the position of the ‘co researcher’</i> | 52 |
| Appendix 27- <i>Concourse established during phase 1</i> | 62 |
| Appendix 28- <i>email written to prospective adult participants</i> | 70 |
| Appendix 29- <i>75 statements</i> | 71 |
| Appendix 30- <i>What is it like working as a researcher with an adult?</i> | 81 |
| Appendix 31- <i>Statements generated by Y13 A level Psychology students 10/12/2009 (unchanged) regarding the role of the ‘co-researcher’</i> | 83 |
| Appendix 32- <i>Guidance for experts</i> | 84 |
| Appendix 33- <i>‘Co-researcher’ Concourse Jan 2010</i> | 86 |
| Appendix 34- <i>Leaflet for potential participants</i> | 95 |
| Appendix 35- <i>Information and consent form</i> | 97 |
| Appendix 36- <i>Q sorting instructions</i> | 100 |
| Appendix 37- <i>Final Q set</i> | 102 |
| Appendix 38- <i>Strips to make ‘number line’ to support creation of grid</i> | 110 |
| Appendix 39- <i>59 statement grid for Q sort</i> | 112 |
| Appendix 40- <i>Additional information</i> | 114 |
| Appendix 41- <i>Comments booklet</i> | 116 |
| Appendix 42- <i>Checklist</i> | 126 |
| Appendix 43- <i>Details of the P set, adults and young people</i> | 127 |
| Appendix 44- <i>Evaluation of the activity involving photographs to generate statements</i> | 135 |
| Appendix 45- <i>Summary of 56 evaluation sheets for Key Stage three pupils</i> | 137 |
| Appendix 46- <i>Summary of the responses of 13 students made in relation to flower exercise:</i> | 141 |
| Appendix 47- <i>Factor matrix (Q study 1), x indicates a defining sort</i> | 143 |
| Appendix 48- <i>Position of all statements for Factor 1 (numbers refer to the numbers of the statements-see Appendix 6 for complete list)</i> | 144 |
| Appendix 49- <i>Position of statements for factor 1 (right-hand side)</i> | 145 |
| Appendix 50- <i>Crib sheet for factor 1, Q study 1 (after Watts and Stenner, 2012)</i> | 146 |
| Appendix 51- <i>Distinguishing Statements for Factors (showing factor Q sort values), Q study 1</i> | 148 |
| Appendix 52- <i>First interpretation of Factor 1, Q study 1</i> | 151 |

| | |
|--|-----|
| Appendix 53 -Summaries of interpretation of Factors (Q study 1, Benefits) | 153 |
| Appendix 54 -email sent to participants in benefits study | 157 |
| Appendix 55 -Age and gender of all participants (Q studies 2 and 3) | 158 |
| Appendix 56 -Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 1, Benefits) | 159 |
| Appendix 57 -Factor matrix (Q study 2), x indicates a defining sort | 161 |
| Appendix 58 -Factor descriptions sent to adult participants | 162 |
| Appendix 59 -email sent with factor descriptions for adult participants | 168 |
| Appendix 60 -Participant's comments on the Q set | 170 |
| Appendix 61 -Summaries of interpretation of Factors (Q study 2, Young People) | 174 |
| Appendix 62 -Factor matrix (Q study 3), x indicates a defining sort | 176 |
| Appendix 63 -Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 2) | 177 |
| Appendix 64 -Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 3) | 179 |
| Appendix 65 -Distinguishing Statements for Factors (showing factor Q sort values), Q study 2 | 182 |
| Appendix 66 -Distinguishing Statements for Factors (showing factor Q sort values), Q study 3 | 185 |
| Appendix 67 -Summaries of interpretation of Factors (Q study 3, adults) | 189 |

Appendix 1a-Letter to link teacher at sec1

The School of Education
The University of Sheffield
388, Glossop Road
Sheffield S10 2JA
UK

21/5/2008

Dear Xxxxx,

I enclose my CRB details as requested. I look forward to working with you and the students. You are going to advise me of a date and time for when I can discuss the project with the students and answer any questions they might have so that they can consider whether or not to get involved as co-researchers. At present I am trying to keep Wednesday 2nd July free. I look forward to hearing from you. In the meantime, have a good half term holiday,

Yours sincerely,

Martin Hughes
Educational Psychologist

Appendix 1b-Ethics approval letter

Mr Martin Hughes
41 Steade Road
Sheffield
S7 1DS

Head of School
Professor Peter Hannon

Department of Educational Studies
388 Glossop Road
Sheffield S10 2JA

30 May 2008

Telephone: +44 (0114) 222 8091
Fax: +44 (0114) 279 6236
Email: j.booker@sheffield.ac.uk

Dear Martin

Re: Behaviour, help and change: an exploration of children and young people's views using Q-methodology

Thank you for your application for ethical review for the above project. The reviewers have now considered this and have agreed that your application be approved with the following suggested, optional amendments (ie it is left to the discretion of the applicant whether or not to accept the amendments and, if accepted, the ethics reviewers do not need to see the amendments):

The nature of this research project means that, even more so than is often the case, there will be many decisions to be made throughout the research process. These decisions will clearly make demands of the researcher, not least in respect of the ethical issues which will arise at each stage.

I do have some concerns about the sheer scale of the activities each of which will not only produce data but will also require the ethical scrutiny of the researcher. These activities (e.g. training co-researchers) will require skilful and extensive management and supervision by the researcher.

However, I am convinced that much careful thought has been expended by the researcher relating to ethical issues and that he will be able to sustain the level of support required by his co-researchers, for example.

The study as conceived though will demand much of the University research supervisor and I thus recommend the closest of critical research support for Martin as he negotiates this very tricky (but most worthy and innovative) piece of research.

On the consent form for KS3 students particularly and possibly for the intended co-researchers, could you change your contact details from your work address to a University address. You might also consider referring to yourself at the end of each form as an EdD Ed Psych student rather than Educational Psychologist. These are two examples of how you can be explicit regarding the positions you occupy in the conduct of the study.

Please find attached the relevant forms giving ethical approval.

You may now proceed with your project.

Could you please return to me a signed hard copy of Part B – Declaration of the Ethics Application Form for our records.

Best wishes.

Yours sincerely

Jean Booker

Jean Booker
EdD (Educational Psychology) Programme Secretary

Appendix 2-Letter to potential 'co-researchers'

Dear sixth former/Psychology student,

Thanks for taking the trouble to spend some time reading and thinking about the information contained in this letter. The purpose of this is to enable you to make an informed decision about whether or not you would like to get involved in some research that I am planning. I am studying for a Doctorate, for which I need to do some research. I have become interested in exploring the views that young people in key Stage 3 have of their behaviour. The title of my project is:

Behaviour, help and change: An exploration of children and young people's views using Q Methodology.

I would like you to think about whether or not you would like to get involved with this project as a co-researcher. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. There will also be an opportunity to discuss this with me during a meeting at your school in the near future. This should give you an opportunity to meet me and ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

The reasons for this research

I am interested in what youngsters say about their behaviour. A lot of research in this area is written by adults and their voices are often very prominent in the way that their work is reported and published. I would like to focus more on the voice of young people. I am intending to use Q methodology in order to explore young people's viewpoints. Q methodology uses Q sorting which involves people deciding where to place items on a grid according to (for instance) how much they agree or disagree with each item. In my study, I want young people in Key Stage 3 to sort statements all of which say something about behaviour. At present, I have three research questions:

- 1) What is said about behaviour by young people?
- 2) What reasons do young people give for behaving as they do?
- 3) How do young people think that they could change their behaviour?

I am keen to base the statements for the Q sorting on what young people themselves say. Your role as co-researcher will be to work with pupils in key stage 3, to run activities which are designed to obtain the statements. I will train, support and supervise you, so that you feel fully prepared for this role. Training will include the use of appropriate language, research skills and procedures necessary to this project, consent, coping with the disclosure of sensitive information and upset, confidentiality and safety, including the option of working in pairs, using identity cards and having mobile phone contacts so as to fine tune final arrangements and check in once activities have been completed

How you would be involved.

You are being approached as I assume that you are interested in Psychology and that you might be interested in working as a co-researcher with me. In addition to running the activities, I would be keen for any thoughts you might have about any other aspects of this study. I would also hope that getting involved will enable you to meet some of your course requirements. I'm not entirely sure yet how many co-researchers I might need and, again, I'd be interested in your views on this. One thought is that co-researchers working in pairs would probably be a good idea.

Taking part in this research is of course entirely voluntary. No penalty or judgement will be made if you do not wish to get involved. Similarly, if once you have agreed, you may

discontinue your participation at any time without similar penalty or judgement being made. You do not have to give a reason. So, it is entirely up to you to decide whether or not to take part. If you do decide to take part you will be asked to sign a consent form-but remember you can still withdraw at any time.

Being trained as a co-researcher and then running the activities might take about half a term (September to October half term), with a commitment from you to attend a couple of one hour sessions with me and then to run approximately two or three half hour sessions in a secondary school. Travel expenses to the schools will be available. At this stage it is hard to be more specific as the time will depend on how many co-researchers come forward. Once the activities have been used to obtain potential statements for Q sorting, your main role will finish (unless we negotiate some kind of continued involvement).

Your role and responsibility will be to work with me to develop appropriate activities, designed to gather statements from pupils in Y7, Y8 and Y9-I have some ideas already. Once we have planned and fine-tuned these and thought about how to run the activities, your job would then be to use them in schools with youngsters. You would do this once you feel sufficiently confident and perhaps after we have run a pilot session together.

I hope that benefits to you as a co-researcher will include an interesting, stimulating and enjoyable experience (!) and an opportunity for you to satisfy some of your course requirements by becoming involved in some 'real world' research. For the young people in Key Stage 3 I would hope that the benefits will relate to engaging in interesting activities and an opportunity to have their voice heard in relation to what might be said about the behaviour of young people.

Your safety and confidentiality

Most of the risks to becoming a co-researcher in the way that is outlined here would be those associated with any work which involves working with young people in groups. Discipline issues are likely to be minimalised by engaging the youngsters with novel activities and by working in pairs (if this is what we decide). A young person disclosing during a session or to you afterwards is perhaps remote, but possible and we will address this by considering child protection issues and safeguarding during the training. Police checks may also be necessary.

As stated above, I will be working with you until you feel ready to use the activities in schools. However, if something goes wrong during the research process you will be able to contact me directly or my supervisor, Mike Pomerantz, at the University on 0114 2228110. If you should feel that your complaint has not been handled to your satisfaction (e.g. by me, the Principal Investigator or my Supervisor) then you can contact the University's 'Registrar and Secretary'. If you have any concerns afterwards, as a result of having taken part as a co-researcher, arrangements will be made to address these.

All the information that we collect during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications unless you actively decide that you wish to be credited.

Any audio recordings of your activities as a co-researcher made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

Outcomes

The results of the research will be written up as my doctoral thesis (Ed D Educational Psychology) which can be obtained through Sheffield University. Some of this work may also be published in journals. If you are interested in the outcomes then we can discuss how to obtain these. We can also discuss how to share the results of the work that I hope that you will participate in.

This study forms part of the Ed D (Educational Psychology) course at The University of Sheffield. The project has been ethically approved via the University of Sheffield School of Education department's ethics review procedure (every academic department either administers the University's Ethics Review Procedure itself, internally within the department, or accesses the University's Ethics Review Procedure via a cognate, partner department). The University's Research Ethics Committee monitors the application and delivery of the University's Ethics Review Procedure across the University.

If you need to before we meet, you can contact me for further information at Sheffield University 0114 2222000 or at this address:

Martin Hughes
Sheffield University School of Education
388 Glossop Road
SheffieldS10 2JA

Supervisor:
Dr Mike Pomerantz, Honorary Lecturer
Sheffield University School of Education
388 Glossop Road
SheffieldS10 2JA

This information sheet is yours to keep. Should you choose to become a co-researcher, at a later stage, you will be asked to sign a consent form.

Thank you very much for reading this. I look forward to perhaps meeting you at a later date.

Yours Sincerely

Martin Hughes
EdD EdPsych student

7/10/2008

Appendix 3-Briefing for potential co-researchers : Outline of presentation/discussion with A level Psychology students at Sec1

Overview (from 'Information sheet for potential co-researchers')

Why Sec1? Supportive Head teacher-keen on opportunities for young people to get involved, local school with a level Psychology students, interested staff.

Decision points

- To work as a co-researcher
- Decide on which activities to use with Key Stage 3 pupils
- Decide on which schools to approach (in order to run the activities to gather statements)
- How to design an information leaflet and consent form
- Determine the benefits to KS3 participants (those involved in statement gathering activities and those excluded-the Q sorters)
- Decide on working arrangements (pairs, small groups?)
- Decide if the data gathered might serve other purposes (A level assignments)
- Decide how to record potential statements

Benefits (see sheet)

To me

To co-researchers

To research participants (generating statements)

Activity 1

Use flower (see Wood *et al* 2002)

Activity 2: complete Q sort of statements using sentence completion:

'by becoming involved as a co-researcher in this project I could benefit by....'

Students sort 47 cards and record the sort on record sheet (grid)

How the project might generate assignments

a) Data gained from running the activities with key stage 3 pupils could be used to do your own research, eg:

- Are there differences between boys and girls, according to age, between schools
- Which activities were most successful (eg generated the most statements)

b) Different research questions could be generated and explored, eg:

- What did the research participants think of the experience?
- How might my (Martin Hughes) 'performance' be evaluated? (eg what were the 'power' issues and how were these handled?)
- How have the co-researchers gained from the experience?
- Are there differences between an adult using the activities (to gather statements) and young people (the co-researchers)?
- What understanding do key stage 3 pupils have, of ethics and informed consent?

Which research skills need to be developed in order to successfully engage in this project as a co-researcher?

See separate sheet and cards in order to complete diamond ranking exercise

Appendix 4- Benefits

Benefits to research:

- Young people can identify research issues and questions that professional researchers may miss or not prioritise.
- They can help to ensure research tools (e.g. questionnaires, interview schedules, leaflets, reports etc) are worded in a language that is clear to their peers.
- Young people can offer a different perspective on what questions should be asked of respondents.
- Young interviewers may be able to help put their peers at ease in interviews, making the setting less formal.
- Young interviewees may open up more to their peers, depending on the topic and the skills of the young researcher. (At other times, they may prefer to talk with a clearly independent and older professional.)
- Researchers can develop their understanding of youth issues by working with young people and learn new skills for research.
- It can help researchers to stay mindful of young people's perspectives on the research agenda and process.

(Kirby 2004)

Benefits to young people:

Worrall and Naylor (2004) found that 'The majority of students saw the process of being selected and trained to carry out research as a positive experience and emphasised their delight at being chosen to carry out such a demanding task'.

Features of research which were perceived as being particularly beneficial to classroom learning were:

- Working and learning as a team
- Acquiring and applying research skills to subject learning
- Enhancing self confidence in presentations
- Learning how to manage time effectively
- Sharing ideas and tasks

(Worrall and Naylor, 2004)

Kellett (2003) reported that when children engaged in their own research, this resulted in:

- Raised self-esteem and sense of worth.
- Increased confidence.
- Development of transferable study skills: organisation, management, analysis and evaluation.
- Sharpening of critical thinking skills.
- Heightened ethical awareness.
- Enhanced problem solving ability.
- More effective communication.
- Emergence of independent learning.
- Increased participation in other aspects affecting their childhoods.
- Original and valued contribution to knowledge

Kirby (1999) lists ways in which young people can benefit from being young researchers, some of which included:

Local ownership of the research

Increased confidence (from working in a group, speaking to people unknown), self-worth and identity

Skills (group work, listening, building relationships, interpersonal communication, non-judgemental understanding)

Knowledge (research methodology, decision-making structures, understanding of people and community issues)

Social (networking, meeting people, making friends, having fun)

Recognition eg through authoring or co-authoring research reports

Kirby (2004) noted that through participating in research, young people can be enabled to: be actively involved in issues affecting their own and their peers' lives.

- take up opportunities to contribute to their communities and services.
- gain recognition for their contribution (sometimes including payment).
- learn actively about services, citizenship and gain a variety of skills.
- gain an experience which may be life enhancing: helping with personal development, including increased confidence, self-esteem, and the belief that their views matter and can effect change.
- get to meet new people – both adults and peers - which can be an enjoyable experience.
- add to their CVs for future employment.

Flores (2008) refers to work which identifies impact on young people, when they learn about knowledge production (Lewis-Charp *et al*, 2006), become more reflective about themselves and their contexts (Hart, 1997), develop job readiness skills (London *et al*, 2003, Sabo, 1999) and feel personal satisfaction and enjoyment (Sabo, 1999).

In addition, Flores 2008) lists the following benefits noted by London *et al* (2005):

Learning to interact and handle new situations, develop empathy for other perspectives

Increased social responsibility, learn about social political and cultural conditions

Self-confidence (public speaking, interviewing, increased self-awareness of knowledge and insight)

Social capital (by building new relationships with peers and adults in the community which can assist future opportunities)

Identity exploration (new role as researcher, action planner, sense of empowerment)

Appendix 5-Instructions for Q sort re benefits

Benefits to co-researchers

Thank you for agreeing to participate in this study. This exercise might take about 20-30mins of your time.

What you need to do:

1. Make yourself a grid (or aim to lay out the cards in your final sort) exactly like the shape of the record sheet so that there is a space for each of the 47 statements.
2. Read through the statements in order to become familiar with them.
3. Place these two cards to help you remember which way to place the statements ('Most agree' on right, 'least agree' on left):

| | |
|-------------|------------|
| Least agree | Most agree |
|-------------|------------|

4. Think about this sentence: *'By becoming involved as a co-researcher in this project I could benefit by...'* Now sort the statements into three piles: place to the right those with which you agree, to the left those with which you disagree and in the middle those about which you are neutral, ambivalent or uncertain.
5. Choose the two statements which are most like your position and place them vertically under the +5 marker (it doesn't matter which order in the column you place them).
6. Now look at the left side. Choose the two statements that are most unlike your position and place them under -5 (again, the order is unimportant).
7. Now look at the right side again and choose three statements which are more like your position than the remaining ones but not as significant as the ones you have already chosen (and placed under +5). You are perfectly free to switch statements between columns as you continue to sort).
8. Now turn back to the left side and continue.
9. You will work towards the 0 position which might be the ones left over after all the positive and negative markers have been filled.
10. Review your sort and make any adjustments which more accurately portray your personal point of view.

11. Complete the 'Post sort notes' section of the record sheet in order to capture any thoughts on the experience. Enter the card number in the correct space on the record sheet.

Appendix 6-Statements related to benefits to young people and taking part in the project

- 1 working and learning as part of a team
- 2 acquiring and applying research skills to subject learning
- 3 learning organisational skills
- 4 sharing ideas and tasks with others
- 5 learning how to manage my time more effectively
- 6 having my self-esteem and sense of worth raised
- 7 increasing my confidence
- 8 learning project management skills
- 9 increasing my ethical awareness
- 10 sharpening my critical thinking skills
- 11 improving my problem solving ability
- 12 becoming a more effective communicator
- 13 becoming a more independent learner
- 14 participating more in other issues affecting young people
- 15 making an original and valued contribution to knowledge
- 16 contributing to research which is owned locally (ie completed in Sheffield)
- 17 becoming more able to speak to people I don't know
- 18 having a stronger sense of identity
- 19 learning more about research methodology
- 20 social networking
- 21 having an opportunity to write or co-author a research report
- 22 the opportunity to make more of a contribution to my community
- 23 gaining recognition for making a contribution
- 24 active citizenship
- 25 gaining an experience which may be life enhancing
- 26 getting to meet new people – both adults and peers - which can be an enjoyable experience.
- 27 adding to my CV-for future employment
- 28 interviewing
- 29 learning to interact and handle new situations
- 30 gaining an increased social responsibility
- 31 building new relationships with peers and adults in the community which could assist future opportunities
- 32 exploring my identity in a new role as a researcher
- 33 learning skills in analysis
- 34 learning skills in evaluation
- 35 meeting people
- 36 making friends
- 37 having fun
- 38 being better at working in a group
- 39 improving my listening skills
- 40 developing my understanding in a less judgemental way
- 41 learning more about community issues
- 42 understanding people better
- 43 learning how to make decisions with others
- 44 developing empathy for other perspectives
- 45 learn about social, political and cultural conditions
- 46 gaining a sense of empowerment
- 47 believing that my views matter and that I can effect change

Appendix 8-Items used with Co-Researchers in Sec1

Research skills required for working successfully as a co-researcher

(key minimum components in bold-see Worrall, S. 2000)

1 Can produce a basic research plan

2 Able to define what research is

3 Understands the importance of equality of opportunity to ethical research practice

4 Understands ethical issues (particularly those associated with working with younger children)-working safely

5 Recognises the rights of research respondents

6 Recognises the links between the researcher's personal feelings and their involvement in the research (reflexivity?)

7 Understands the importance of reflecting different views in research

8 Understands the importance of confidentiality

9 Can record information

10 Can use basic listening skills in research activities

11 Understands how to design research questions

12 Identifies/uses a range of research methods/tools (and pros and cons of each)

13 Can conduct a group discussion with younger people (and ask appropriate questions)

14 Able to access participants

15 Understands the process of dissemination

16 Can analyse data gathered

17 Recognises own support needs when undertaking research

18 Can evaluate useful resource material and research processes (and identify problems)

19 Can reflect on own learning process

20 Participates in report writing and production

Appendix 9-Draft plan used with student 'co-researchers' (numbers refer to research skills in separate document)

| Week beginning | Task | Sub-tasks | Research skills required | How to acquire? | Support materials |
|----------------|--|---|--------------------------|-----------------|-------------------|
| | Decide if plan is needed | If not, agree alternative(s) | | | Powerpoint slides |
| | | If decide to plan-determine/agree elements, their order and timeline for the plan | | | |
| | Design activities (to gather/obtain statements) | Pass info to students wishing to become co-researchers (CRs) | 12, 18 | | |
| | Pilot use of activities | CRs work in pairs to present them with the group as an eg of a KS3 gp | 9,10,17 | | |
| | Decide which CRs are going to use which activities | | | | |
| | Approach other school(s) | Produce info for Head Teacher/Senior Management Team | | | |
| | | Need credentials for safeguarding purposes (police checks) | | | |

| | | | | | |
|--|--|---|---|--|--|
| | | Present project to HT/SMT | | | |
| | | Present project to school/student council | | | |
| | Develop a script to explain the project and activities to potential KS3 participants | Decide how to explain what research is | What is research? 2, 11 | | |
| | | Determine costs and benefits for KS3 participants | | | |
| | Access participants | Work out how to engage KS3 pupils/attract their attention | Understand concept of informed consent 7, 14 | | |
| | | Decide how to obtain informed consent | | | |
| | | Design consent form | | | |
| | | Decide if consent required from parents and pupils | | | |
| | | Decide if general letter from HT to parents is required | | | |
| | | Decide what to record re participants (eg age, | Ensure protection of | | |

| | | | | | |
|--|--|--|---|--|---|
| | | gender....) | participants identitiy | | |
| | | Consider group elements (size, gender/age balance...) | | | Safeguard important but vulnerable voices |
| | Agree on overall code of conduct | | Ethics and confidentiality 3, 4, 5, 8 | | How to safeguard children and young people (Participation works) |
| | Run the activities | Make research notes | 13, 17 | | |
| | | Record statements (written/audio?) | | | |
| | Report on the activities | To lead researcher (MH) | 16 | | |
| | | To other A level Psychology students (Upper and lower VI)? | | | |
| | | To a wider community (HT, SMT, KS3...) | 15, 19, 20 | | |
| | Look at plan, guidance and design of activities prior to first trial (Review) | | 6 | | |
| | Reflect on use of activities after each run | Identify strengths and weaknesses | 16 | | |

| | | | | | |
|--|---|---|--|--|--|
| | and at end | | | | |
| | | Suggest amendments/modifications | | | |
| | | Tidy up field notes | | | |
| | Clarify and plan responses to a KS3 pupil in danger/at risk | Know when confidentiality is to be breached (abuse, neglect; harming or threatening harm to self or others) | | | |
| | Decide what will happen to notes/records produced by CRs | | | | |
| | Design identification (badge, logo...) | | | | |
| | Create a name for the project | | | | |
| | Decide how to keep CRs safe | Inform lead researcher before and after activities are run, agree procedures, debrief | | | |
| | Consider how to retain and build on the research skills gained (with respect to individual CRs and the school community-could | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | build a research community in school?) | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Appendix 10-Labels used to facilitate production of code of conduct

| | |
|---|---|
| <p>Choosing whether or not to take part: Those invited to take part in research can decide not to take part at any point</p> | <p>Constructive feedback: Feedback is constructive and makes use of the polite/formal language of feedback</p> |
| <p>Consent/invitation: Researchers get permission from participants at each stage of the research - they are invited, not told to take part</p> | <p>Respect: Researchers treat all others with respect eg use active listening skills, value contributions, provide constructive feedback, are non judgemental</p> |
| <p>Honesty: Researchers explain:</p> <ul style="list-style-type: none"> • what the research is about • why participants have been chosen • what will happen to the report • how their data will appear • how they'll get feed back | <p>Privacy: Researchers do not ask personal questions</p> |
| <p>Confidentiality: Participants actual names are not used in any reports/feedback The content of any research is not be discussed with others without the participant(s) permission The research team agree circumstances in which researchers may need to break confidentiality, eg if safety/health of participant at risk and communicate these to participants at the beginning of the research</p> | <p>Permissions: Researchers get permissions from staff - eg</p> <ul style="list-style-type: none"> • To carry out research in school • To approve research question • For lessons to be missed by researchers or participants |
| <p>Forward planning: Plenty of notice is given to those involved</p> | <p>Time: Researchers build in enough time for those involved in the research eg To answer questions in interviews, to fill out questionnaire</p> |

| | |
|--|--|
| <p>Beneficence Do no harm Maximise possible benefits for participants</p> | <p>Justice Benefits and burdens should be equitably distributed</p> |
| <p>Participation KS3 pupils must have the opportunity to express their views about activities that affect their welfare Their views should be respected</p> | <p>Justice Benefits and burdens should be equitably distributed</p> |
| | |

Appendix 11-Blank Code of Conduct

As student researchers we agree to the following code of conduct:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Appendix 12-Code of Conduct scenarios:

| | |
|--|---|
| <p>In discussion a student tells you that they feel under too much pressure from coursework and exams. In response to a question about coping with stress, they tell you that they've started to drink alcohol before and sometimes during the school day. What do you do?</p> | <p>A student names a teacher as having hit them</p> |
| <p>While doing a focus group discussion, two students keep interrupting others and start 'putting down' another student in the group. What do you do?</p> | <p>A pupil objects to their comments being recorded</p> |
| | |

Appendix 13-Planning research-Framework

Introduction

The aim of this research is

The research questions are

Purpose

The reason for researching this is.....

Methodology

The chosen research methods are activities.....

These are suited to the research questions because

Ethics

During this research the ethics that apply are:

Sample

We aim to involve a sample of people (eg gender, age)

We are going to select them by.....

Timeline

We are going to carry out the research (**where, times?**)

.....

In order to be organised, we need to make the following arrangements:

For timeline refer to table below

| Date | Time | Location | Activity | Participants |
|------|------|----------|----------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Audience - who

we intend to present our research findings to

Format/media - how

In the form of a(Written report, PowerPoint, film, photographic display, oral presentation, role-play, website, leaflet, other...)

Forum - where

at/in(assembly, student council meeting, governors meeting, other)

Date/time - when

By (date)

Research team

Other people involved in researching/writing/presenting will be

Evaluation

Our evaluation will involve

Appendix 14-Focus Group Guidelines

1. **Anything that is said in the group, stays in the group.** (Confidentiality)
2. **We respect what other group members say.** We agree not to use put-downs of any kind, verbal or non-verbal.
3. **We respect everyone's need to be heard.** We agree that no one will dominate the group, and understand that just because someone is quiet it doesn't mean they have nothing to say.
4. **We listen to each other.** When someone is talking we look at them and pay attention.
5. **We realise that feelings are not 'bad' or 'good'.** They just are.
6. **We don't force people to share when they don't want to.**
7. **If someone feels hurt, we want them to try and discuss these feelings in the group.** No-one should leave the group once it has started.
8. **We agree to try to be honest.**
9. **We don't talk about group members who are not here.** We especially don't criticise members who aren't here to defend themselves.
10. **When we need to talk about other people such as teachers and peers, we don't refer to them by name.**

Appendix 15-Focus group-guidance

Focus groups give you the opportunity to:

- *Find out the views of a number of people at once*
- *Get more detail as the participants respond to each others' views.*

A focus group is a special kind of group where the purpose is to understand how people think or feel about an issue, product or service. The main purposes of the group that we are proposing is to gain an awareness of the issues about behaviour that are really important to young people and to understand better how young people account for their behaviour in school.

Get relevant permissions to go ahead with your focus group discussion
eg teachers/head of year/house, headteacher

Look at the sample you need and invite 6-8 people to take part - give them plenty of notice

Book a quiet space - make sure you provide enough time. You might also organise refreshments if you think this is appropriate

Organise the resources that you'll need eg tape recorder, flip chart etc

Think about what you need to find out for your research and plan approximately six open questions

Invite another researcher to work with you to help record responses/take notes

Try to provide variety in the way people can feedback eg flip chart, Post-its, pictures and diagrams, brainstorm

Introduce yourself and explain what your research is about, why they've been chosen and how the discussion is going to be recorded

Explain that everything is confidential and how they'll appear in the final report and who the audience is for the report

Agree some basic ground rules eg no interruptions, nothing to be repeated outside room

Give them the opportunity to leave if they no longer want to take part

Ask the questions and manage the discussion

At the end, thank them for taking part and let them know when/how they can expect to get feedback about the project

You could follow up with an evaluation of what they thought of the discussion

Feedback to your link member of staff

Appendix 16-General guidance for running group activities

Before the interview

- Plan all questions in advance
- Book a suitable room/refreshments
- Try out your questions on several people who will not be involved in the research
- You may wish to invite someone to work with you so that they record all answers
- Get relevant permissions to go ahead
eg link staff, head of year/house
- Invite the interviewee to be interviewed giving date, time, place, reasons
- Get relevant permissions for yourself and the student if you're going to miss any lessons
- Set up the room to be used

During the interview

- Welcome the interviewee and introduce yourself
- Explain what the research is about and why you're doing it
- Explain how the information will be recorded and used
- Explain issues to do with confidentiality - let them know that their name will not appear in any report
- If a colleague is assisting you with the interview, check that this is OK with the
Interviewee
- Check they still want to continue
- Get their permission to record what they say - either through note taking or digital recording etc
- If you're writing things down, let them see your notes during and/or at the end
of the interview
- Only write down what they say
- Listen actively:
 - Face the speaker
 - Keep an open/relaxed posture (eg don't fold arms)
 - Lean slightly towards the speaker to show interest
 - Use eye contact

- Use smiles/nods as positive encouragement
 - Do not interrupt speaker
 - Give speaker thinking time
 - Use positive comments to reinforce ideas that are important/interesting
 - Ask questions to invite more detail
- Let them know it's OK to choose not to answer a question
 - Ask one question at a time
 - Give them time to think - don't interrupt

At the end/after the interview

- Give them the opportunity to ask questions
- Give them the opportunity to amend/delete/change any answers
- Thank them for taking part
- Let them know when they'll get feedback
- Offer to send them an evaluation sheet
- Set up a debrief for yourself with your link staff

Appendix 17-General guidance for running group activity using photo stimulus

| Date | Time | Location | Year group, class | Nos. boys/girls |
|------|------|----------|-------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Before the activity

- Get relevant permissions to go ahead (including permissions for yourself if you're going to miss any lessons
eg link staff, head of year/house)
- Review the plan in advance and make sure that all materials are present
- Identify a suitable room
- Decide in your pair, who will present and who will record

During the activity

- Introduce yourselves (wear name badges?)
- Explain what the research is about and why you're doing it
- Explain how the information will be recorded and used
- Explain issues to do with confidentiality - let them know that their names will not appear in any report
- Check they still want to continue
- Get their permission to record what they say - either through note taking or digital recording etc
- If you record, write down exactly what is said
- Listen actively:
 - Face the speaker
 - Keep an open/relaxed posture (eg don't fold arms)
 - Lean slightly towards the speaker to show interest
 - Use eye contact
 - Use smiles/nods as positive encouragement
 - Do not interrupt speaker
 - Give speaker thinking time
 - Use positive comments to reinforce ideas that are important/interesting
 - Ask questions to invite more detail
- Let them know it's OK to choose not to answer a question
- Ask one question at a time
- Give them time to think - don't interrupt

At the end/after the activity

- Give them the opportunity to ask questions
- Give them the opportunity to amend/delete/change any answers
- Thank them for taking part
- Set up a debrief for yourself with other Co-Researchers, Mrs xxxx and/or the lead researcher (Martin). Do this immediately if you are concerned in any way. If you can not do this until the next arranged meeting, write things down so that you don't forget the details.

The activity

Introduction

The aim of this research is to find out what young people of your age say about behaviour in school.

The research questions are:

- 1) What is said about behaviour by young people? ('What do you think of your behaviour?')
- 2) What reasons do young people give for behaving as they do? ('Why do you behave like that?')
- 3) How do young people think that they could change their behaviour? ('How could your behaviour change?')

Purpose

The reason for researching this is that lots of adult researchers have done research and written about the behaviour of young people. Our project is a way of finding out the views of young people themselves. The method used in this project involves pupils sorting different statements according to how much they agree with them. We are involved with trying to gather statements from pupils of your age so that we can help to make a set of as many statements about behaviour as we can.

Ethics

We have thought hard about trying to ensure that nobody gets harmed in this research. We have developed a code of conduct so that everybody is kept safe.

(Read from code of conduct)

We also think that these ideas will help us all to get the most out of this activity:

1. **Anything that is said in the group, stays in the group.** (Confidentiality)
2. **We respect what other group members say.** We agree not to use put-downs of any kind, verbal or non-verbal.
3. **We respect everyone's need to be heard.** We agree that no one will dominate the group, and understand that just because someone is quiet it doesn't mean they have nothing to say.
4. **We listen to each other.** When someone is talking we look at them and pay attention.
5. **We realise that feelings are not 'bad' or 'good'.** They just are.
6. **We don't force people to share when they don't want to.**
7. **If someone feels hurt, we want them to try and discuss these feelings in the group.** No-one should leave the group once it has started.
8. **We agree to try to be honest.**
9. **We don't talk about group members who are not here.** We especially don't criticise members who aren't here to defend themselves.
10. **When we need to talk about other people such as teachers and peers, we don't refer to them by name.**

To make this clear we want you to write down a secret on a piece of paper (hand these out). Fold it up carefully and write your name on the front. Swap papers. How do you feel about this? How would you feel if somebody opened up your secret and read it? Discuss, then return secrets to owners.

Now we are going to do some activities with you which are designed to gather statements related to our three research questions (give out sheets).

- a) Have a look at the photos on your table.
Discuss in your group what is happening in the picture.
- b) Have a look at the statements on the cards.
Try to match the statements to the photos.
- c) Try to match the statements on the cards with the three types of questions (on the card rectangles)
- d) Imagine that you could interview the people in the photos. What might they say if you asked them:

What do you think of your behaviour?

'Why do you behave like that?'

'How could your behaviour change?'

e) Make up some statements of your own-write them in the speech bubbles.

NOTE ANY CONCERNS: Discuss in your pair, write down why you are concerned, discuss with the adult who was supervising the class (if appropriate or possible) Mrs xxxx or Martin Hughes (Tel 07837098948). If Martin is unavailable, leave a message with your contact number and he will phone you back as soon as possible.

Appendix 18-Information sheet for Key Stage three pupils

Introduction

The aim of this research is to find out what young people of your age say about behaviour in school.

The research questions are:

- 1) What is said about behaviour by young people? (*'What do you think of your behaviour?'*)
- 2) What reasons do young people give for behaving as they do? (*'Why do you behave like that?'*)
- 3) How do young people think that they could change their behaviour? (*'How could your behaviour change?'*)

Purpose

We want to make a set of as many statements about behaviour as we can.

We think that these ideas will help us all to get the most out of this activity:

1. **Anything that is said in the group, stays in the group.** (Confidentiality)
2. **We respect what other group members say.** We agree not to use put-downs of any kind, verbal or non-verbal.
3. **We respect everyone's need to be heard.** We agree that no one will dominate the group, and understand that just because someone is quiet it doesn't mean they have nothing to say.
4. **We listen to each other.** When someone is talking we look at them and pay attention.
5. **We realise that feelings are not 'bad' or 'good'.** They just are.
6. **We don't force people to share when they don't want to.**
7. **If someone feels hurt, we want them to try and discuss these feelings in the group.** No-one should leave the group once it has started.
8. **We agree to try to be honest.**
9. **We don't talk about group members who are not here.** We especially don't

criticise members who aren't here to defend themselves.

- 10. When we need to talk about other people such as teachers and peers, we don't refer to them by name.**

The activity

- a) Have a look at the photos on your table.
Discuss in your group what is happening in the picture.
- b) Have a look at the statements on the cards.
Try to match the statements to the photos.
- c) Try to match the statements on the cards with the three types of questions (on the card rectangles)
- d) Imagine that you could interview the people in the photos. What might they say if you asked them:

What do you think of your behaviour?'

'Why do you behave like that?'

'How could your behaviour change?'

- e) Make up some statements of your own-write them in the speech bubbles.

Appendix 19-Photo labels for use with KS3 pupils Sec1

I need more help in class

I think my behaviour is good

Teachers have favourites

I like misbehaving

I'm aiming for good reports

Teachers don't listen to me

I don't like getting into
trouble

I wish people would just get
off my back

Yes I do mess about-but so
does everybody else

I'm not disruptive

My attitude needs to improve

I think I am bad because I follow the crowd

Behaving well at school will help me to learn better

I don't care if I'm excluded or not

My behaviour is better if I feel that my teachers like me

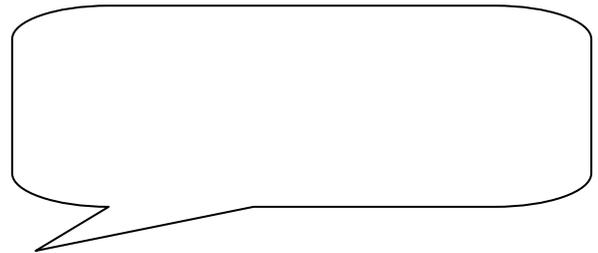
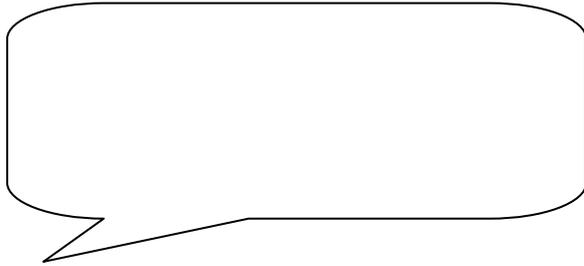
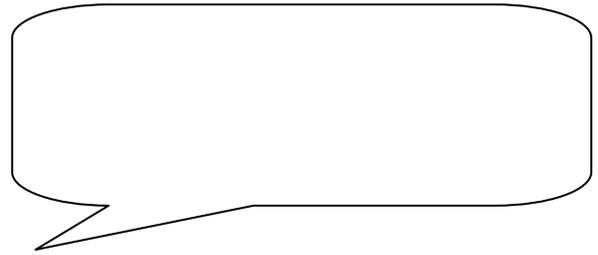
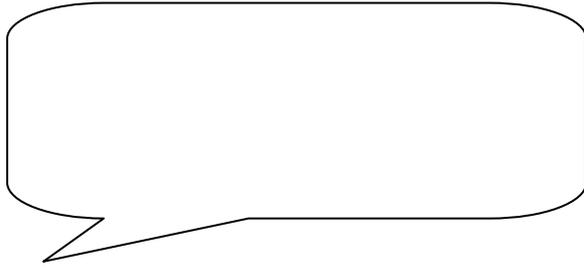
I could behave better

I want to keep out of trouble

I need to argue and back chat less

I need to work on my patience

I need to stay and keep calm



***'What do you think of your
behaviour?'***

'Why do you behave like that?'

'How could your behaviour change?'

Appendix 20-Agony aunt letters

Hi. I'm nearly 13 and there's loads of crap stuff going on at school for me. I'm not liked but I don't do nothing to nobody. I keep myself to myself but I still get judged by others a lot. I feel really isolated in my year as I hang around with older kids. I don't feel understood or taken seriously and it's starting to put me off school and affects my work cos I am starting to get into trouble.

Dear Steph, Ive got problems with a girl at my school. She is best friends with a girl who I was very friendly with. At first she was great but now she seems to hate me and is always bitching about me to my other friends. I've not done anything wrong and am nice to her. Sometimes she gives me a lift to school and is nice to me in front of her mum but as soon as we get out of the car she blanks me completely. It makes it really awkward at break times when the three of us are together but its making me very sad and low. I cant concentrate at school and my grades are going down.

Appendix 21-Evaluation sheet for Key Stage three pupils

Put a circle round the sentences which you agree with

fun

took too long

wasn't long enough

I didn't understand
the activity

they explained things well

upsetting

what was the
point of it?

hard

I felt ok about
doing the activity

I'm worried about what I said

made me think

easy

dunno

I was able to say
what I thought

interesting

I had enough information
To help me decide if I
wanted to take part

great

boring

Appendix 22-Information sheet for parents of Key Stage three pupils

Dear parent,

I am engaged in some research and have been working with a group of sixth form Psychology students at Sec1/2 since the earlier part of 2009. The aim of this research is to find out what young people of your child's age say about behaviour in school. We have been working together to develop materials which have been designed in order to generate statements-the kinds of things that young people in Key Stage three might say about behaviour in school. We want to make a set of as many statements about behaviour as we can. The A level students would like to use the materials in order to work with your child in a small group for a short time in the next week or so and that is why you have received this letter. The students and I have thought hard about ethics and how to keep everyone safe. In particular, this includes approaches to confidentiality, respect and not forcing anyone to take part in the activity if they feel uncomfortable about it.

This study forms part of the Ed D (Educational Psychology) course at The University of Sheffield. The project has been ethically approved via the University of Sheffield School of Education department's ethics review procedure (every academic department either administers the University's Ethics Review Procedure itself, internally within the department, or accesses the University's Ethics Review Procedure via a cognate, partner department). The University's Research Ethics Committee monitors the application and delivery of the University's Ethics Review Procedure across the University.

If you do not wish your child to take part in this activity please complete the return slip by If we do not hear from you by then, we will assume that you are happy for your child to take part.

If you need to, you can contact me for further information at Sheffield University 0114 2222000 or at this address:

Martin Hughes
Sheffield University School of Education
388 Glossop Road
Sheffield
S10 2JA

Supervisor:
Dr Tim Corcoran Lecturer in Educational Psychology
Sheffield University School of Education
388 Glossop Road
Sheffield S10 2JA

Child's name:

Form class:

I would not like my child to take part in this research.

Appendix 23 – Statements ‘harvested’ from co-researcher activity:

Sec1:

This is just boring

I have anger management issues

It's just a bit of fun

I am being bullied

He didn't do my homework

I misbehave for attention!

I think I'm bad because I'm getting into trouble by the school/teacher

This will make me popular

I could improve my work

My behaviour could improve

I'm an emo

No-one likes me

I wish they'd all stop

I wish they'd leave me alone

It's not fair why do people pick on me

Some people in school don't care about lessons

Because I'm bored

I'm being bullied but there is no-one to tell

I want to retaliate but I'm too scared to

I misbehave for popularity

I think I behave well in lessons

I think I'm funny

I can't be bothered but I need to work hard in school to get a good job and lots of money so I am gonna do it

Some people behave badly because the teachers are mean and not very good at their job

I think I behave well in school

So people don't think I'm a wimp

Because I want to get a good education

I like being a good little girl

Bad boy wants everyone to be scared of him

My eyebrows are funny

I think I'm good why have I done so bad it's not fair

People in school mess around and disrupt lessons

I don't know why nobody likes me

If I behave badly people will respect me

I could improve the quality of my homework

My behaviour is good but could be better

My behaviour is ok

People in some lessons don't try and behave because of the teachers

Because it's fun

My behaviour is rubbish

Listen to bad teachers instead of pissing about

Some people in school don't want to learn

I misbehave for attention!

I behave like this in order to impress the opposite sex

My behaviour is pretty good

Leave me alone

Some people in school don't behave well
What have I ever done to you
I think my behaviour is pretty good
Behaving like this is cool. People like us because we can have and are a laugh
Teachers don't pay much attention to my good behaviour because they only look
at the bad kids
People don't notice me
I can't be bothered
I'm in a hell of a lot of trouble

Sec2:

I want more attention so I piss off the teacher
I like PE
Some teachers tell you off but others don't
I get scared of the bullies
I get annoyed when people misbehave and distract me
School can be fun but you need nice teachers
I'm good
Who cares
I like school
I act difficult so the teacher notices me
I don't work hard because its boring
Teachers are unfair so I don't want to do my work
I think you need to get good grades to get far in life so I'm not naughty
I like messing around
I work hard to get good grades
I don't see the point in being good, schools boring
I try hard but get bad grades
I hate school
People distract me
I want to learn so I behave well!
Boys show off to girls
I don't understand the lessons
Schools for losers
You need education
I don't know how to learn properly
Everyone behaves well around me
I do all my homework
I work well to get gud grades
The teachers only pays attension to the bad kids
I like doing well so I behave
I don't need school
People misbehave because theyre bored
Children get away with bad behaviour because they don't care
I like to misbehave coz schools boring
People distract me when I'm trying to work hard. I work better at home
I do my work
I'm hard!
Work at school is hard!
I want my friends to like me

Everyone messes around
I don't care
Schools boring
No one listens to me
My friend misbehaves
I think my behaviour is good
Good children don't get enough attention
I like my teachers so I study hard
I can't be bothered with school
Teachers have favourites
School is crap
Schools boring
I act bad because I think it is funny
I like school my teachers and my friends
I show off to my mates
I'm the class joker

Appendix 24

Consent form for Co-Researchers (Sec1 and Sec2)

Title of Project: Behaviour, help and change: An exploration of children and young people's views using Q Methodology

Name of Researcher: Martin Hughes

Please initial box

1. I confirm that I have read and understand the information sheet dated (7/10/2008) for the above project and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. I can contact Martin Hughes at Sheffield University on 0114 2222000 if I wish to and Martin's supervisor, Mike Pomerantz, at the University on 0114 2228110
3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.
4. I agree to take part in the above research project.
5. I am able to attend 'training' sessions for co-researchers on Monday 13th October (9.55-10.55); Wednesday 22nd October (1-2pm) and Monday 10th November (9.55-10.55)

Name of Participant (co-researcher) Date Signature

Name of person taking consent Date Signature
(if different from lead researcher)
To be signed and dated in presence of the participant

Lead Researcher Date Signature
To be signed and dated in presence of the participant

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form and keep this with the 'information sheet for potential co-researchers' and other information given during the training. A copy of the signed and dated consent form will be placed in the project's main record, which is kept in a secure location.

Appendix 25-Checklist for using the activity

1. Make sure you have:

- **General guidance for running group activity using photo stimulus**

-**Code of conduct**

-enough of the instructions for pupils entitled: **Information sheet for Key Stage three pupils**

-enough of the photo and statement packs to use with the number of pupils that you are going to work with

-enough blank speech bubbles



-enough sheets entitled: **Evaluation sheet for Key Stage three pupils**

2. In your team (pairs, in threes) read through all of the materials and talk about them so that you understand how to get the students to do the activity.

Read :

- **General guidance for running group activity using photo stimulus**
- **Code of conduct**

3. Decide in your teams, who does what (eg who introduces the activity, who goes round the group troubleshooting/helping while instructions are given-this will depend on the number of pupils you are working with).

4. Do the activity and at the end collect all materials (sets in envelopes so that next researcher has a full set). Put handwritten statements in a separate envelope (record date and number of pupils, their age group-Y7/8/9 and number of boys, girls). Return to Ms Yyyy/keep in a safe place!

Appendix 26 Developing my Q set so as to explore the position of the ‘co-researcher’

Three main phases of activity led to the development of the final Q set which are now described.

From concourse to Q set-phase 1

This phase lasted for about five months between June and October 2009. A concourse of 130 statements resulted from thinking about the role of young people involved in research with adults and from reading literature in the area. I then grouped statements together on the basis of categories which emerged out of this process. These are shown in their entirety for this phase in Appendix 27 but the table below shows the statements grouped at this stage under emergent headings with related examples of statements.

| Emergent heading or category | Example of statement |
|--|---|
| Theory | 125 should understand the links between method and theory |
| Research | 39 Can not be expected to develop the kind of understanding of a research topic that adults can |
| Support and training, competency | 10 Are not <i>less</i> competent than adults-they have a <i>different</i> competence |
| Encouragement/gains | 48 Should be paid as this would increase their commitment |
| Constraints and difficulties (practicalities, eg time) | 119 have limited interest |
| Methods | 52 Need to be helped to find methods that should not only fit the research aims but also fit the child researcher |
| Uncertain others | 71 need to trust the adults |
| Others | 29 Have an important role to play in terms of participation |

| | |
|--|---|
| Role, the young person's degree of involvement, voice, power/empowerment and influence | 74 need adults to give up and share some of their power |
|--|---|

Table A1 Headings which emerged during phase 1, eight of which became redundant

By considering the condition of instruction, it seemed as though six of these categories (excluding the 'others') were related to a question different to the one that I was particularly interested in. For instance, statements categorised under Theory; Research; Support and training, competency, and Constraints and difficulties (practicalities, eg time), seemed more related to a question such as 'why aren't young people involved in research with adults more often?' Similarly, statements categorised under Encouragement/gains and Methods seemed more linked to a question such as 'how could young people become more involved in research with adults?' The category 'Other' contained statements which didn't seem to offer very much and so were deemed 'redundant'.

Two categories for 'other' statements were found. 'Uncertain others' needed further checking so as to determine whether or not they might have fitted into the category of 'Role, the young person's degree of involvement, voice, power/empowerment and influence', the general heading which emerged as one which captured the type of statements that I was hoping to identify. Statements which seemed to be more strongly associated with this heading are also listed in Appendix 27.

Statements which were all felt to be related and could be reduced (or collapsed) to a single statement were placed together (in Appendix 27 they are boxed). This process involved considering statements which were similar enough to develop a form of words which captured the key idea and by finding statements which were opposites. These two statements serve as a good example of the latter:

28 Shouldn't expect to take on too much responsibility

25 Can have quite a lot of responsibility

Given that a statement is placed along a horizontal scale for the purpose of Q-sorting, in this case the 'best' statement (of the two) can be decided according to choosing one, worded positively (25) or negatively (28) depending on the overall balance of the total statements and/or the assumed ease with which the statement can be understood. For instance, of the two, statement 25 is probably easier to place as number 28 involves a double negative for a participant wishing to place it on the least agree side.

These processes resulted in reducing the concourse by approximately two-thirds to a potential Q set of just over 40 statements.

During this phase I also started to clarify the condition of instruction for the Q sort- what it was that I wanted my participants to do with the statements. I realised that I had become interested in the role of the young person who does research with adults and how this compares with the role of an adult researcher. I would be asking participants (young people and academics) to reflect on their experience of research in order to consider which of the statements were important to them and therefore which of them they would agree with most strongly (through to least strongly). I designed a 'stem' sentence which could be placed before each of my statements in the Q sort so as to enable a sentence completion exercise:

In my experience, young people working with adults on research.....

During my final contact with some of the students who had been 'co-researchers' in Sec1 I administered a 47 statement Q set and collected the data. My daughter and I had completed the sort before using it with the three students giving me five sets of data in total and some useful feedback from this piloting. For instance, placing items 53 and 99 (see Appendix 33) on the left (least agree) side of the grid, my daughter explained, 'it's your research, you want to find out something and they're helping you...being equal in the research doesn't mean having the same roles'. I

realised that a number of the statements contained 'should', 'need' and 'must', which placed the focus on what ought to happen as opposed to what did happen. At this point there were a number of statements which did not relate closely enough to 'experience', the focus which I particularly developed in more detail in phase three. This said, 24 of these statements ended up in the final Q set in an approximately similar form. Feedback regarding there being more statements which my daughter and the three students had wanted to place on the right hand side of the grid, enabled me to consider the idea of 'balance' in the Q set-what it meant and how it might be achieved.

Alongside the processes described above, I had also contacted two teachers who had worked with research communities in secondary schools. I sent them each the draft Q set of 47 statements which they shared with the young people in Y8 to Y12 who had worked on the projects as researchers. Their feedback was useful as it raised issues regarding the number of statements, the length of the activity, the length and comprehension of the statements. Feedback was also gained about the degree to which the statements were placed similarly by the young people. This enabled me to consider ways of further balancing the Q set.

From concourse to Q set-phase 2

After the first phase of reducing the concourse, the statements which had been identified for the potential Q set were then added to after further reading. This led to a concourse of 162 statements. From this point on, I kept track of the concourse (Appendix 33) which was growing through this process, although the potential Q set was fluid and 'dynamic' by comparison. A second phase of reduction involved adding new statements to the first phase resulting in 75 statements as potential Q set items. These were put on cards (see Appendix 29) and then spread on a table along with the headings which had been developed during the first phase (see Table A2).

I decided that in order to reduce a number of statements I could ask participants to reflect on these outside of the Q sort:

138 are best described as young researchers

140 are best described as citizen researchers

65 are best described as co-researchers

64 are best described as collaborators

Thus, this was the stimulus for developing the 'additional information' questionnaire (see Appendix 40).

The remaining statements were on further reflection regarded as 'others', redundant, they didn't offer anything pertinent to the research question aimed at finding out what it was like being a young researcher with respect to position or were deemed a duplicate of one of the existing statements.

This left 56 cards after this second phase (see Table A2), placed in these categories:

- Power/control/rights
- Responsibility and decision-making
- Offer a different perspective
- Degree of involvement in research process
- Access
- Outcomes
- Respect/listened to/taken notice of/how regarded or treated

The 56 cards were also reworded so as to simplify where necessary.

From concourse to Q set-phase 3

This third phase followed some work with students in Sec2, a meeting of experts, further reading of relevant literature, making further additions to the concourse and more editing.

The second phase of reduction resulted in a potential Q set of 56 statements placed under the headings referred to earlier (Power/control/rights; Responsibility and decision-making; Offer a different perspective, etc). In the third phase the headings helped to provide a focus for considering whether or not a statement was to be included and an easier way of determining possible duplication and in this

way, 'anchored' the decision-making a bit more firmly, providing a justification for inclusion according to criterion which were relatively transparent.

During a meeting in December 2009 with students from Sec2, I used an exercise designed to encourage them to reflect on the process that they had engaged in so as to generate statements related to this. Using Appendix 30 I encouraged the students to discuss their experience and record statements so as to add to the concourse. This gave me 17 potential statements (Appendix 31) of which I included ten (once modified) in the concourse. I was keen to maximise the inclusion of statements from this type of source as I assumed that statements worded by young people would have greater resonance.

In the Autumn term of 2009, around the same time, I approached two first year Doctoral students training as Educational Psychologists, both of whom had had experience of working on research projects (in research communities) with young people in the schools that they had taught in, prior to joining the course. We were joined by a colleague who had also had experience in this area to form an 'expert' group. I explained my project and the task that I was hoping to engage them in and they took away materials to work on (a comments booklet similar to Appendix 41 and sheet of questions-Appendix 32). At this stage, the potential Q set consisted of 59 statements as I had completed some minor editing (and expansion of the 56 statements) in preparation for the meeting, (but did not include the statements from Sec2). Again, this was not a neat, sequential process, whereby the concourse was established from which the Q set was drawn in one operation. Instead, the concourse developed, was scrutinised at various points (leading to further additions and subtractions) and reviewed in a more significant way during the three phases, proceeding in a recursive fashion. In early January 2010 I met for a second time with the expert group. They were extremely helpful in providing comments on the 59 statements that they had considered, which enabled me to achieve further editing. I did this by amending existing statements in the light of comments received, taking out statements and creating new ones.

At various stages I needed to trawl through the statements with a particular 'hat' on as it was too demanding to change them in 'one sitting'. For instance, a number of

times I read the potential Q set in order to look for duplication. On other occasions I checked that each statement was phrased so that it could successfully follow from the stem sentence and thus accord with the condition of instruction. I read the statements and changed them so that they were phrased positively or without the use of negatives. For instance, statement 116 ('find that democracy between adults and young people in research is not possible') was amended to 'found that power-sharing (or democracy) between adults and young people in research was possible'. In this way I continued to reduce the assumed cognitive challenge for my P-sample who, I reasoned, would struggle more with placing a statement containing a negative. It is generally slightly more difficult to establish one's position with respect to a statement which includes a negative as a two part process is necessary which involves firstly thinking about whether or not one agrees with the statement and then secondly considering on which side to place it. 'I don't disagree' is harder to understand than 'I agree'. Contrast 'were consulted about all of the key decisions' with 'were not consulted about all of the key decisions' and consider how much longer it might take you to disagree with the form of the second statement.

Feedback from the expert group included comments on the wording of some statements and I looked closely at ways in which the key idea could be retained but articulated more carefully using different vocabulary. For instance, statement 109 became 'felt that their involvement was tokenistic (eg superficial, insignificant, unimportant)'. This process was assisted by using the Shorter Oxford Dictionary and Roget's Thesaurus.

Another helpful source of critical reflection was found by contacting (emailing) academics both inside and outside the UK whose work I had read or heard about. As I was particularly keen to identify academics for my P-sample I added to my list of willing potential participants whilst also asking them about their willingness to look at my statements. Although many were too busy, I did receive very helpful replies from some and their comments were also considered whilst editing.

At this point I started to keep track of the genesis and development of statements more formally but this also was messy and I did not always manage to log exactly

where statements originated from (Appendix 33). It was relatively later on in the project that I decided to keep track of this and so could not retrospectively remember exactly what I had read which led to a statement's inclusion in the developing discourse. Conversations led to statements being changed and some source material sparked off other statements as they were considered and deconstructed. A good example of this is statement 193 (resulted in something changing, credited to Lansdown, (2006) p153) which developed out of Statement 192 (had access to people with power so that change could be achieved by the research, Lansdown, G. (2006) p153) by regarding the two key ideas in 192 (access to powerful people and change). Again, conversation with others and further reflection facilitated this process.

Another example can be found in statement 185 (found that taking part in the project improved their skill and ability to do research). This was inspired by Lansdown, (2006) p153, although the original wording was 'participation enhances children's evolving capacities'. I decided to change the word 'enhance' and substitute capacity with skills and abilities for greater clarity and understanding.

This phase led to another big change in the way that statements were worded. I decided to rephrase them so that they were put in the past tense. For instance, statement 1, 'Can take a shared responsibility for the ethical issues in the research', became 'took responsibility for sorting out the ethical issues in the research' and statement 100, 'must be consulted about all of the key decisions' became 'were consulted about all of the key decisions'. This seemed to provide a better fit between the desire to explore experiences (from the past) and statements. The condition of instruction was also changed (from, 'In my experience, young people working together with an adult on a research project... to, 'In my experience, when working together with an adult on a research project, young people ...) in order to place greater clarity and emphasis on the experience of the young people.

In this phase, I was aware of trying to be more 'ruthless' so as to arrive at a smaller number of statements, as some feedback had suggested that young people would cope better with this arrangement. This part of the process was helped by trying to

concentrate on the key idea in each statement so that duplications were then easier to identify.

This third major part of the process left 53 cards (see Table A2). I continued to read and follow up additional references which I identified. I refined the statements and developed a stronger sense of the kind of statement that I was looking for and also whether or not I had a statement 'like that' already. During this end phase I developed an increased sense of saturation-that I was not finding potentially new statements for the concourse. I decided therefore not to include such statements in the concourse list (Appendix 33). An example of statements which I did not add to the concourse comes from the introduction to 'A handbook of children and young people's participation'. The editors are explicit in stating that the book is not 'about children and young people's participation in research (Percy-Smith and Thomas, 2010, p4). Nonetheless, in a chapter concerning a European perspective on children's participation in school and the community, Kränzl-Nagl and Zartler include a number of statements from young people which in my view, were similar to those that I had already collected. Examples included, 'planning something for children without asking them is absolutely stupid' and 'children have ideas which adults don't have' (Kränzl-Nagl and Zartler, 2010, p164) and 'we do not need the advice of adults, but they need our advice and knowledge, because we are the experts for childhood matters and not the adults' and 'children have to do all the work and adults can assist and support them' (Kränzl-Nagl and Zartler, 2010, p169). As stated, these statements were not added.

In this phase I showed my own children (aged 18 and 13 at the time) the statements and used their helpful comments to fine tune further.

I ended up with 59 cards (see Table A2 below)

| Heading or category | Number of statement | | |
|---|---|--|---|
| | End of phase 2 | During phase 3 | Final selection |
| Power/control/rights | 34, 49, 57, 103, 116, 122, 139, 151, 153, | 34, 49, 57, 116, 122, 151, 153, 175, 188, 184 | 34, 49, 57, 116, 122, 151, 153, 188, 184 |
| Responsibility and decision-making | 1, 24, 28, 31, 38, 40, 51, 62, 100, 134, 135, 152, 162, | 1, 24, 38, 40, 51, 62, 100, 135, 162, 166, 172 | 1, 24, 38, 40, 51, 62, 100, 135, 162, 166, 172, 204 |
| Offer a different perspective | 150, 156, 160, | 150, 160, 174, 178, | 150, 160, 174, 178, |
| Degree of involvement in research process | 22, 54, 59, 60, 88, 99, 109, 114, 133, 155 | 54, 59, 60, 88, 109, 114, 133, 155, 168, 170, 190, 194 | 54, 59, 60, 88, 109, 114, 133, 155, 168, 170, 190, 194, 214 |
| Access | 17, 19, 131, 132 | 19, 131 | 19, 131, |
| Outcomes | 6, 35, 63, 90, 141, 142, 136, 137, 143, 154, 159, | 35, 63, 136, 141, 143, 159, 171, 179, 195 | 35, 63, 136, 141, 143, 159, 171, 179, 195, 201, 202, 215, 217 |
| Respect/listened to/taken notice of/how regarded or treated | 70, 76, 83, 113, 145, 157, | 70, 83, 113, 165, 169 | 70, 83, 113, 165, 169, 203 |
| Number of statements | 56 | 53 | 59 |

Table A2 Showing the development of the young researcher Q set over time

Appendix 27-Concourse established during phase 1

Theory:

125 should understand the links between method and theory

Research:

39 Can not be expected to develop the kind of understanding of a research topic that adults can

97 should have discussions with adult researchers about which research techniques they think are appropriate

123 need to engage with the 'idea' of research and what research means, before taking on specific tasks

Support and training, competency:

4 Need research skills which must be taught

10 Are not *less* competent than adults-they have a *different* competence

11 Is as much as they should expect as children are not competent enough to engage in their own research

27 Have a lot to learn before they can become researchers in their own right ('active researchers')

84 are helped to express their views about the research (when they need it)

89 lack the capacity or the skills to think or talk about what is important, insightful or relevant to anything other than the most trivial or insignificant of matters

105 need adults to debrief them

106 need adults to train them adequately

107 need adults to support them adequately

117 lack the knowledge skills and ability for some research tasks

127 should have training which includes a consideration of ethics in research

128 should have support and supervision

Encouragement/gains:

2 Can gain a great deal from the experience

48 Should be paid as this would increase their commitment

120 find that the timetable for some projects means that the young people don't have enough time to be fully included

129 should receive material benefits from the research (eg more research skills, certificates, references to supplement school achievement records)

Constraints and difficulties (practicalities, eg time):

3 Have to be prepared for the extra time which such activity demands

45 Will experience huge pressures from other demands from the school environment e.g. exams, homework, coursework and will often feel unable to fulfil the commitment to the research

47 Can be unreliable in terms of enthusiasm for the project - requiring adults to keep things going when interest wanes

102 need the adults to have the responsibility to ensure that the young people are not set up to fail

110 may be exploited in various ways

111 can be seen as providing a low-cost method of data collection

118 have limited time

119 have limited interest

126 find that the activities interfere with their schooling

Methods:

52 Need to be helped to find methods that should not only fit the research aims but also fit the child researcher

75 if researchers are to work with children, they must use methodologies which support children's intellectual and social abilities

78 can be usefully involved in developing innovative and creative methods and help to choose appropriate language that their peers will understand

124 require the methods to fit them (taking into account their age and ability and relevant social factors)

Uncertain others:

6 Add to the body of knowledge about children's experiences from a genuine child perspective

16 Can offer valuable insights and original contributions to knowledge

- 21 Have much to gain by working with adult researchers
- 33 Are important in representing the voice of young people
- 37 Are more than just research participants
- 46 Will need adults to take responsibility for organisation of meetings and timings but within this context can share responsibility for developing new ideas, being careful about ethical issues, bringing a unique child's/young adults contribution
- 50 Need the adults to have the responsibilities to the young people who participate
- 71 need to trust the adults
- 77 can take part in each of the many stages of research (such as setting aims, choosing and designing methods, fieldwork, analysis and write up and dissemination)
- 79 can take part in research independently of adults
- 80 Can usefully be consulted by adults about research although this means that the young people are 'acted upon' by adults and dependent on adults
- 94 combine their power and create new forms of wisdom when they explore learning together
- 96 find that the role of the adult researcher is that of a facilitator of the activities which the young people carry out
- 104 need adults to overcome scepticism

Others:

- 29 Have an important role to play in terms of participation
- 101 must have exit strategies

Role, the young person's degree of involvement, voice, power/empowerment and influence

- | |
|--|
| <ul style="list-style-type: none">69 are in a difficult role because the adults often find it hard to share power and decision-making74 need adults to give up and share some of their power103 need adults to take the risk to give up and share some of their power108 require adult researchers to understand that the required power sharing may lead the adults to lose some direction over aspects of the research design and data collection |
|--|

116 find that democracy between adults and young people in research is not possible

18 Can form and ask questions that adults do not think of
59 should share responsibility for the research questions

86 have their views acted upon
113 found that changes to the research process were made as a result of what they said

8 Experience an empowering process which leads to a virtuous circle of increased confidence and raised self esteem resulting in more active participation by children in other aspects affecting their lives.
15 Is a necessary step towards them taking more of a lead in the future on matters which concern them
32 Can develop useful skills and experiences which could lead them to taking a more active research role in the future

53 should come up with the idea for the research and share responsibility for designing the research
81 rely on adults to initiate research before they can get involved
99 must be involved from the outset of the project instead of relying on adults to initiate the research before they can get involved

5 Succeed in getting responses from within their peer group in ways that would not be possible for adult researchers because of power and generational (age) issues
9 Have expert knowledge of what it is like to be a child
17 Can access youth culture where adults are outsiders
19 Give an important dimension, by helping adult researchers who need to be able to learn and understand about the lived experiences of children of today
30 Have an important perspective as 'insiders'
67 provide an important insight into what its like to be a child

42 Can collect research data

60 should share responsibility for the data collection

43 Can analyse and interpret research data

61 should share responsibility for analysis of the data so that the integrity of the student voice is preserved

92 making meaning from the data collected in the research is as important as collecting it in the first place and young people need to be involved with this

112 need to collaborate with the adults in the analysis of the data so that the integrity of the student voice is preserved

114 find that attempts to involve them are limited at the data analysis stage

14 Are treated as young adults, not children.

72 find it hard to develop a relationship with the adults which does not feel like 'us and them' and more like fellow human beings

76 are not respected and feel of less value simply because of their age and status as young people

98 should be seen by adult researchers, primarily as fellow human beings (which means that they should not in principle, be treated different from adults)

20 Have limited control over what kind of research gets done

31 Are limited by the adults leading the research

58 should share responsibility for designing the research

41 Can deal with problems, criticisms and complaints and should be encouraged to do this when they arise in the project

44 Can take an equal share in dealing with criticisms of a project

55 should share the accountability (if there are problems, if things go wrong, if participants complain...)

63 should have a say on what action should follow from the research (eg implications for policy, things changing as a result of the research findings)

73 can get disillusioned when they consider that, at the end of the day the research won't change things

93 have to feel that the research leads to some action for it to be meaningful- some kind of change in the lives of the young people and their learning community

7 Can disseminate (discuss, report and publish) research carried out and, part-owned by them, which is an important vehicle for young people to have a say
62 should share decisions about how research findings are communicated more widely (through written published reports, by presentations etc)

23 Have limited power in making decisions about research
26 Can have a fair share of decision-making in the research process
38 *Can* make some decisions, although all of the important things are decided by adults
68 can help adults to make good decisions
122 find that choices in the research rarely exist as an absolute freedom-it is important that the adult makes the limitations and possibilities explicit

25 Can have quite a lot of responsibility
28 Shouldn't expect to take on too much responsibility

13 Should not be treated as equal partners in the process
36 Are unequal partners to the adults
66 are equal participants
115 find that the adult researcher is always in a position of authority-which means that the young person is subordinate
130 are seen as equal partners

1 Can take a shared responsibility for the ethical issues in the research
12 Experience the adults as taking charge of the research as opposed to experiencing them as 'supporters' who help the young people

22 Have to accept that the research is still based on an adult way of looking at the world

24 Are little more than assistants to the adults

34 Experience frustration over the limits which are placed on them by the adults

35 Helps to challenge the traditional idea of an expert adult researcher studying young people as research 'objects'

40 Can get hold of resources in support of a project

49 Don't necessarily want to have power that is equal to adults in research they want to be able to have a say

51 Need the adults to have the responsibility for ensuring that objectives and outputs are achieved in the project

54 should identify the benefits of the research

56 should have some inside knowledge about the research topic

57 should have a say in how money involved with the project should be used

64 are best described as collaborators

65 are best described as co-researchers

70 need to be trusted by adults

82 are competent social beings with an ability to control and govern their own research work

83 have opportunities to express their views about the research

85 have their views listened to

87 should explore and research together with adults, issues of common concern and interest

88 should identify issues and research them, with adults in the role of research assistants and facilitators

90 means that an emphasis is placed on learning as a collaborative making of meaning

91 can be a practical expression of a different educational relationship and a democratic way of life

95 need to explore the need for change *before* research is undertaken so that a common purpose helps young people and adults to work together effectively

100 must be consulted about all of the key decisions

109 feel that their involvement is tokenistic or superficial

121 can't be involved in all aspects of the research-all of the stages and tasks of the research should be described so that the opportunities available to the young person as researcher can be clearly identified

Appendix 28-email written to prospective adult participants

Dear xxxx, I work at Sheffield University where I teach on the Educational Psychology doctoral programme, but I am also a student on the EdD programme here. My doctoral work is exploring the experience of young people as researchers and the position of the young person who works on a research project (often) with an adult. I have a number of young participants all of whom have had experience in research, but I have also contacted academics whose work I have read so as to explore the range of adult views on this topic. I wonder if you'd be willing to complete an activity for me which explores your viewpoint concerning young people as researchers? It's in the form of a card sorting activity which takes between 30 and 60 minutes max. Hope you don't mind my asking? Many thanks,

Martin

Appendix 29-75 statements

| | |
|---|---|
| <p>1</p> <p>take a shared responsibility for the ethical issues in the research</p> | <p>6</p> <p>add to the body of knowledge about children and young people's experiences from a genuine child or young person perspective</p> |
| <p>13</p> <p>are treated as equal partners in the process</p> | <p>17</p> <p>access youth culture where adults are outsiders</p> |
| <p>19</p> <p>do not help adult researchers achieve their aim of learning and understanding about the lived experiences of children of today</p> | <p>27</p> <p>have a lot to learn before they can become researchers in their own right ('active researchers')</p> |
| <p>22</p> <p>have to accept that the research is still based on an adult way of looking at the world</p> | <p>24</p> <p>are little more than assistants to the adults</p> |

| | |
|--|--|
| <p style="text-align: center;">28</p> <p style="text-align: center;">don't take on a lot of responsibility</p> | <p style="text-align: center;">31</p> <p style="text-align: center;">are limited by the adults leading the research</p> |
| <p style="text-align: center;">34</p> <p style="text-align: center;">experience frustration over the limits which are placed on them by the adults</p> | <p style="text-align: center;">35</p> <p style="text-align: center;">helps to challenge the traditional idea of an expert adult researcher studying young people as research 'objects'</p> |
| <p style="text-align: center;">38</p> <p style="text-align: center;">are only allowed to make decisions that are generally trivial or relatively unimportant</p> | <p style="text-align: center;">40</p> <p style="text-align: center;">get hold of resources (time, money, expertise) in support of a project</p> |

| | |
|--|---|
| <p>43</p> <p>analyse and interpret research data</p> | <p>49</p> <p>don't necessarily want to have power that is equal to adults in research-they just want to be able to have a say</p> |
| <p>51</p> <p>need the adults to have the responsibility for ensuring that objectives and outputs are achieved in the project</p> | <p>54</p> <p>identify the benefits of the research</p> |
| <p>56</p> <p>have some inside knowledge about the research topic</p> | <p>57</p> <p>have a say in how money involved with the project should be used</p> |
| <p>59</p> <p>share responsibility for the research questions</p> | <p>60</p> <p>share responsibility for the data collection</p> |

| | |
|---|---|
| <p>61</p> <p>share responsibility for analysis of the data so that the integrity of the student voice is preserved</p> | <p>62</p> <p>share decisions about how research findings are communicated more widely (through written reports, by presentations etc)</p> |
| <p>63</p> <p>have a say on what action should follow from the research (eg implications for policy, things changing as a result of the research findings)</p> | <p>64</p> <p>are best described as collaborators</p> |
| <p>65</p> <p>are best described as co-researchers</p> | <p>70</p> <p>are trusted by adults</p> |
| <p>76</p> <p>are not respected and feel of less value simply because of their age and status as young people</p> | <p>83</p> <p>have opportunities to express their views about the research</p> |

| | |
|---|---|
| <p style="text-align: center;">85</p> <p style="text-align: center;">have their views listened to</p> | <p style="text-align: center;">87</p> <p style="text-align: center;">explore and research together with adults, issues of common concern and interest</p> |
| <p style="text-align: center;">88</p> <p style="text-align: center;">identify issues and research them, with adults in the role of research assistants and facilitators</p> | <p style="text-align: center;">90</p> <p style="text-align: center;">means that an emphasis is placed on learning together to develop joint understandings</p> |
| <p style="text-align: center;">98</p> <p style="text-align: center;">are seen by adult researchers, first and foremost as fellow human beings</p> | <p style="text-align: center;">99</p> <p style="text-align: center;">are involved from the outset of the project instead of relying on adults to initiate the research before they can get involved</p> |
| <p style="text-align: center;">100</p> <p style="text-align: center;">are consulted about all of the key decisions</p> | <p style="text-align: center;">103</p> <p style="text-align: center;">find that the adult takes the risk to give up and share some of their power</p> |

| | |
|--|---|
| <p>109</p> <p>feel that their involvement is tokenistic or superficial</p> | <p>113</p> <p>find that changes to the research process are made as a result of what they say</p> |
| <p>114</p> <p>find that attempts to involve them are limited at the data analysis stage</p> | <p>116</p> <p>find that democracy between adults and young people in research is not possible</p> |
| <p>122</p> <p>find that adults make the limitations and possibilities explicit so that there is clarity over what the young people are being allowed to decide</p> | <p>131</p> <p>are no better than adults at getting responses from other young people</p> |
| <p>132</p> <p>are no better than adults at overcoming the power and generational (age) issues that adult researchers face</p> | <p>133</p> <p>come up with the idea for the research</p> |

| | |
|---|--|
| <p>134</p> <p>share responsibility for designing the research</p> | <p>135</p> <p>deal with problems, criticisms and complaints when they arise in the project</p> |
| <p>136</p> <p>is an example of a different kind of educational relationship</p> | <p>137</p> <p>is a practical expression of a democratic way of life</p> |
| <p>138</p> <p>are best described as young researchers</p> | <p>139</p> <p>have the right to research issues that affect them directly</p> |
| <p>140</p> <p>are best described as citizen researchers</p> | <p>141</p> <p>produces better outcomes, for instance in terms of policies</p> |

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| <p>142</p> <p>improves or changes people's lives</p> | <p>143</p> <p>leads to research which is less academically rigorous and publishable</p> |
| <p>144</p> <p>is of more use and relevance to those involved</p> | <p>145</p> <p>find that their own creative ways of expressing themselves are lost</p> |
| <p>146</p> <p>informs and promotes social change</p> | <p>147</p> <p>are motivated by issues, not to be researchers</p> |
| <p>148</p> <p>rarely start off with knowledge of research as an activity</p> | <p>149</p> <p>often feel anxious and out of place</p> |

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| <p style="text-align: center;">150</p> <p>are focused on as the experts -they know what their own lives are like</p> | <p style="text-align: center;">151</p> <p>agree with the idea of 'nothing about us without us'</p> |
| <p style="text-align: center;">152</p> <p>behave like 'mini-adults'</p> | <p style="text-align: center;">153</p> <p>find that the research process leads to them developing power</p> |
| <p style="text-align: center;">154</p> <p>find that the outcomes are not always the ones that the professionals had wanted or anticipated in the first place</p> | <p style="text-align: center;">155</p> <p>(replace 13?) have an equal but different contribution to make to the research process</p> |
| <p style="text-align: center;">156</p> <p>are the people in the community who are most affected by the issues being researched</p> | <p style="text-align: center;">157</p> <p>over-rule the professional researchers on a number of matters</p> |

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| <p style="text-align: center;">158</p> <p>are empowered by and enjoy being in control</p> | <p style="text-align: center;">159</p> <p>find that their results are not taken seriously by adult audiences</p> |
| <p style="text-align: center;">160</p> <p>offer valuable insights that adults might misinterpret or not see</p> | <p style="text-align: center;">161</p> <p>choose the kind of involvement that suits them</p> |
| <p style="text-align: center;">162</p> <p>often surprise and impress adults with the level of their professionalism</p> | |

Appendix 30-What is it like working as a researcher with an adult?

I am interested in the role or position of a young person who works together with an adult or adults on a research project..

I am trying to find statements which represent things which might be said about the role of young people working together with adults in research projects. Here are some examples:

In my experience, young people working together with an adult on a research project.....

- are limited by the adults leading the research
- have to accept that the research is still based on an adult way of looking at the world
- are little more than assistants to the adults
- take on a lot of responsibility
- come up with the idea for the research
- share responsibility for the data collection
- are respected and feel of equal value
- offer valuable insights that adults might misinterpret or not see
- are clever enough to work with adults in research in this way

I would like you to reflect on your own experience of research in order to write some statements. (Don't worry about being right or wrong-just write as many as you can. If you'd like to, it's ok to work together)

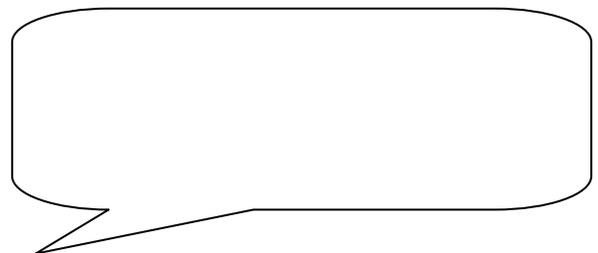
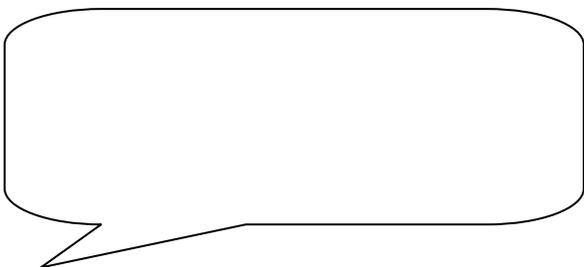
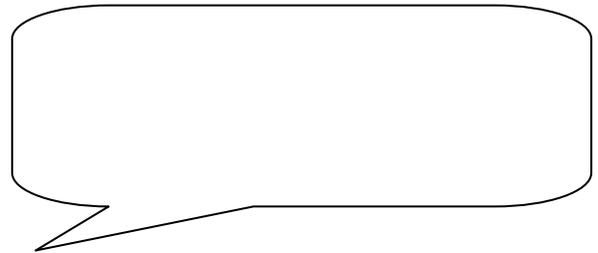
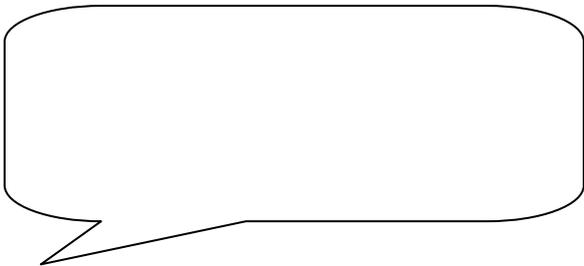
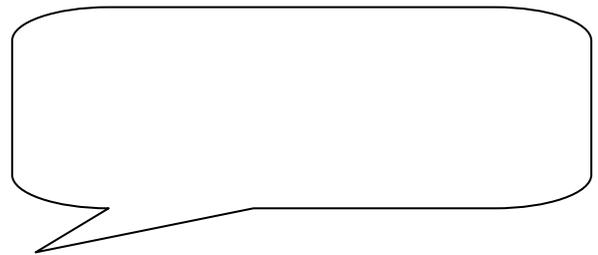
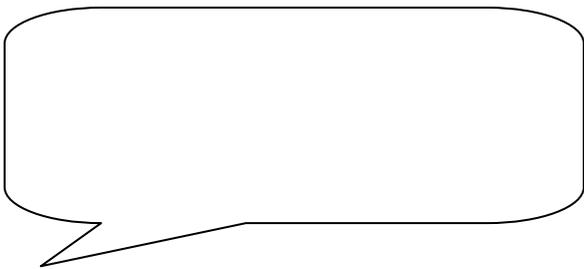
Think about the experience that you have had (what has happened) in relation to this kind of work.

Reflect in this way and use this next sentence to help you to decide what to write.

In my experience, young people working together with an adult on a research project.....

In my experience, young people working together with an adult on a research project.....

In my experience, young people working together with an adult on a research project.....



**Appendix 31-Statements generated by Y13 A level Psychology students
10/12/2009 (unchanged) regarding the role of the 'co-researcher'**

italics indicates possible use once changed

In my experience, young people working together with an adult on a research project.....

Develops empathy skills

Harder to arrange meetings with students/participants as teachers see it as less important

Can be beneficial on both sides

May struggle to find a time when both parties are available

Good experience for learning how to carry out experiments

May have a lot of responsibility but they chose to be part of the team

Gain ideas and methods of carrying out research

Are given the opportunity to take on additional responsibility

Is a good way to get a different view on the chosen subjects

May not fully understand what is going on

Are accepted as an equal, valid member of the team

May feel under pressure to complete

Enable me to see how more experienced people work

Have a lot of responsibility

Have to plan very carefully

Are valuable in offering and sharing new ideas

Have to share ideas together

Appendix 32-Guidance for experts

Your views of the current set of 59 statements

I am trying to develop a set of statements which might represent a full range of what young people might say about what it is like to work together with adult(s) on a research project.

I am keen to edit the statements so as to reduce ambiguity, improve clarity, avoid repetition and to add any which seem to be missing or remove any which don't seem to be useful or relevant.

I have listed numbered questions to try and make this task easier. You can write in the empty spaces next to each statement in the comments booklet (and you could include the numbers of the statements on this sheet under the relevant question number).

1) Are there any statements which are unclear (can you suggest better phrasing?)

2) Any (pairs of) statements which are very similar to others?

3) Any statements which don't seem to be useful (ie, don't serve the purpose of exploring the topic in this way).

4) Are there any statements which don't seem to 'fit' onto the end of this statement? :

In my experience, young people working together with an adult on a research project.....

5) Any statements which could be added?

6) Finally can you provide contact details for groups of young people who have worked on research projects with adults and might be willing to complete a card sort based on these statements?

Many thanks-much appreciated!
Martin (8/12/2009)

Appendix 33-‘Co-researcher’ Concourse Jan 2010

(Absence of page number under source indicates that the paper provided a stimulus)

| Statement | Source of statement (example) |
|---|-------------------------------|
| 1 Can take a shared responsibility for the ethical issues in the research | |
| 2 Can gain a great deal from the experience | Fleming and Hudson 2009 p121 |
| 3 Have to be prepared for the extra time which such activity demands | |
| 4 Need research skills which must be taught | |
| 5 Succeed in getting responses from within their peer group in ways that would not be possible for adult researchers because of power and generational (age) issues | |
| 6 Add to the body of knowledge about children’s experiences from a genuine child perspective | |
| 7 Can disseminate (discuss, report and publish) research carried out and, part-owned by them, which is an important vehicle for child voice | |
| 8 Experience an empowering process which leads to a virtuous circle of increased confidence and raised self esteem resulting in more active participation by children in other aspects affecting their lives. | |
| 9 Have expert knowledge of what it is like to be a child | Rudduck and Flutter 2000 p82 |
| 10 Are not <i>less</i> competent than adults-they have a <i>different</i> competence | Harden <i>et al</i> 2000, p2 |
| 11 Is as much as they should expect as children are not competent enough to engage in their own research | |
| 12 Experience the adults as taking charge of the research as opposed to experiencing them as ‘supporters’ who help the young people | |
| 13 Should not be treated as equal partners in the process | Thomas and O’Kane 1998b p346 |
| 14 Are treated as young adults, not children. | |
| 15 Is a necessary step towards them taking more of a lead in the future on matters which concern them | |
| 16 Can offer valuable insights and original contributions to knowledge | |
| 17 Can access youth culture where adults are outsiders | |
| 18 Can form and ask questions that adults do not think of | Kirby 2004 p7 |
| 19 Give an important dimension, by helping adult researchers who need to be able to learn and understand about the lived experiences of children of today | Brownlie 2009 p708 |
| 20 Have limited control over what kind of research gets | |

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| done | |
| 21 Have much to gain by working with adult researchers | |
| 22 Have to accept that the research is still based on an adult way of looking at the world | |
| 23 Have limited power in making decisions about research | |
| 24 Are little more than assistants to the adults | Brownlie 2009 p700 |
| 25 Can have quite a lot of responsibility | |
| 26 Can have a fair share of decision-making in the research process | |
| 27 Have a lot to learn before they can become researchers in their own right ('active researchers') | |
| 28 Shouldn't expect to take on too much responsibility | |
| 29 Have an important role to play in terms of participation | |
| 30 Have an important perspective as 'insiders' | Bland <i>et al</i> 2003 p17 |
| 31 Are limited by the adults leading the research | |
| 32 Can develop useful skills and experiences which could lead them to taking a more active research role in the future | |
| 33 Are important in representing the voice of young people | |
| 34 Experience frustration over the limits which are placed on them by the adults | |
| 35 Helps to challenge the traditional idea of an expert adult researcher studying young people as research 'objects' | |
| 36 Are unequal partners to the adults | Kellett (2005a) p5 |
| 37 Are more than just research participants | |
| 38 <i>Can</i> make some decisions, although all of the important things are decided by adults | |
| 39 Can not be expected to develop the kind of understanding of a research topic that adults can | |
| 40 Can get hold of resources in support of a project | |
| 41 Can deal with problems and should be encouraged to do this when they arise in the project | |
| 42 Can collect research data | |
| 43 Can analyse and interpret research data | |
| 44 Can take an equal share in dealing with criticisms of a project | |
| 45 Will experience huge pressures from other demands from the school environment e.g. exams, homework, coursework and will often feel unable to fulfil the commitment to the research | |
| 46 Will need adults to take responsibility for organisation of meetings and timings but within this context can share responsibility for developing new ideas, being careful about ethical issues, bringing a unique child's/young adults contribution | |
| 47 Can be unreliable in terms of enthusiasm for the project - requiring adults to keep things going when interest wanes | |
| 48 Should be paid as this would increase their commitment | |
| 49 Don't necessarily want to have power that is equal to adults in research they want to be able to have a say | Cox and Robinson-Pant (2008) |

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| 50 Need the adults to have the responsibilities to the young people who participate | Cox and Robinson-Pant (2008) |
| 51 Need the adults to have the responsibility for ensuring that objectives and outputs are achieved in the project | Cox and Robinson-Pant (2008) |
| 52 Need to be helped to find methods that should not only fit the research aims but also fit the child researcher | Jones, A (2004) p119 |
| 53 should come up with the idea for the research | Beresford and Evans 1999 p674 |
| 54 should identify the benefits of the research | Beresford and Evans 1999 p674 |
| 55 should share the accountability (if there are problems, if things go wrong, if participants complain...) | Beresford and Evans 1999 p675 |
| 56 should have some inside knowledge about the research topic | Beresford and Evans 1999 p675 |
| 57 should have a say in how money involved with the project should be used | Beresford and Evans 1999 p675 |
| 58 should share responsibility for designing the research | Beresford and Evans 1999 p675 |
| 59 should share responsibility for the research questions | Beresford and Evans 1999 p675 |
| 60 should share responsibility for the data collection | Beresford and Evans 1999 p675 |
| 61 should share responsibility for analysis of the data | Beresford and Evans 1999 p675 |
| 62 should share decisions about how research findings are communicated more widely (through written reports, by presentations etc) | Beresford and Evans 1999 p675 |
| 63 should have a say on what action should follow from the research (eg implications for policy, things changing as a result of the research findings) | Beresford and Evans 1999 p675 |
| 64 are best described as collaborators | Grover 2004 p83 |
| 65 are best described as co-researchers | Fielding 2001b p136 |
| 66 are equal participants | Grover 2004 |
| 67 provide an important insight into what its like to be a child | Grover 2004 |
| 68 can help adults to make good decisions | Thomas and O'Kane 1998b |
| 69 are in a difficult role because the adults often find it hard to share power and decision-making | Thomas and O'Kane 1998b |
| 70 need to be trusted by adults | Thomas and O'Kane 1998b |
| 71 need to trust the adults | Thomas and O'Kane 1998b |
| 72 find it hard to develop a relationship with the adults which does not feel like 'us and them' and more like fellow human beings | Thomas and O'Kane 1998a |
| 73 can get disillusioned when they consider that, at the end of the day the research won't change things | Thomas and O'Kane 1998a |

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| 74 need adults to give up and share some of their power | Thomas and O’Kane 1998b |
| 75 if researchers are to work with children, they must use methodologies which support children’s intellectual and social abilities | |
| 76 are not respected and feel of less value simply because of their age and status as young people | Cruddas 2001 p63 |
| 77 can take part in each of the many stages of research (such as setting aims, choosing and designing methods, fieldwork, analysis and write up and dissemination) | Kirby 2001 p74 |
| 78 can be usefully involved in developing innovative and creative methods and help to choose appropriate language that their peers will understand | Kirby 2001 p75 |
| 79 can take part in research independently of adults | May 2004 |
| 80 Can usefully be consulted by adults about research although this means that the young people are ‘acted upon’ by adults and dependent on adults | May 2004 |
| 81 rely on adults to initiate research before they can get involved | May 2004 |
| 82 are competent social beings with an ability to control and govern their own research work | May 2004 |
| 83 have opportunities to express their views about the research | Lundy 2007 p933 |
| 84 are helped to express their views about the research (when they need it) | Lundy 2007 p933 |
| 85 have their views listened to | Lundy 2007 p933 |
| 86 have their views acted upon | Lundy 2007 p933 |
| 87 should explore and research together with adults, issues of common concern and interest | Fielding 2001a p103 |
| 88 should identify issues and research them, with adults in the role of research assistants and facilitators | Fielding 2001a p103 |
| 89 lack the capacity or the skills to think or talk about what is important, insightful or relevant to anything other than the most trivial or insignificant of matters | Fielding 2001a p104 |
| 90 means that an emphasis is placed on learning as a collaborative making of meaning | Fielding 2001a p104 |
| 91 can be a practical expression of a different educational relationship and a democratic way of life | Fielding 2001a p104 |
| 92 making meaning from the data collected in the research is as important as collecting it in the first place and young people need to be involved with this | Fielding 2001a p106 |
| 93 have to feel that the research leads to some action for it to be meaningful-some kind of change in the lives of the young people and their learning community | Fielding 2001a |
| 94 combine their power and create new forms of wisdom when they explore learning together | Fielding 2001a p108 |
| 95 need to explore the need for change <i>before</i> research is undertaken so that a common purpose helps young people and adults to work together effectively | Fielding 2001a p108 |

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| 96 the role of the researcher is that of a facilitator of the activities which the young people carry out | |
| 97 should have discussions with adult researchers about which research techniques they think are appropriate | Davis 1998 p328 |
| 98 should be seen by adult researchers, primarily as fellow human beings (which means that they should not in principle, be treated different from adults) | Chick and Inch 2007 |
| 99 must be involved from the outset of the project | Bland <i>et al</i> 2003 p7 |
| 100 must be consulted about all of the key decisions | Clark 2004 p6 |
| 101 must have exit strategies | Bland <i>et al</i> 2003 p8 |
| 102 need the adults to have the responsibility to ensure that the young people are not set up to fail | Bland <i>et al</i> 2003 p8 |
| 103 need adults to take the risk to share power | Bland <i>et al</i> 2003 p8 |
| 104 need adults to overcome scepticism | Bland <i>et al</i> 2003 p8 |
| 105 need adults to debrief them | Bland <i>et al</i> 2003 p8 |
| 106 need adults to train them adequately | Bland <i>et al</i> 2003 p8 |
| 107 need adults to support them adequately | Bland <i>et al</i> 2003 p8 |
| 108 require adult researchers to understand that the required power sharing may lead the adults to lose some direction over aspects of the research design and data collection | Bland <i>et al</i> 2003 p13 |
| 109 feel that their involvement is tokenistic or superficial | Tisdall <i>et al</i> (2008) p346 |
| 110 may be exploited in various ways | Bland <i>et al</i> 2003 p14 |
| 111 can be seen as providing a low-cost method of data collection | Bland <i>et al</i> 2003 p14 |
| 112 need to collaborate with the adults in the analysis of the data so that the integrity of the student voice is preserved | Bland <i>et al</i> 2003 p14 |
| 113 found that changes to the research process were made as a result of what they said | Fielding and Rudduck 2002 p4 |
| 114 find that attempts to involve them are limited at the data analysis stage | Harden <i>et al</i> 2000 p8 |
| 115 find that the adult researcher is always in a position of authority-which means that the young person is subordinate | Jones 2004 113 |
| 116 find that democracy between adults and young people in research is not possible | Jones 2004 |
| 117 lack the knowledge skills and ability for some research tasks | Jones 2004 |
| 118 have limited time | Jones 2004 |
| 119 have limited interest | Jones 2004 |
| 120 find that the timetable for some projects means that the young people don't have enough time to be fully included | Jones 2004 |
| 121 can't be involved in all aspects of the research-all of the stages and tasks of the research should be described so that the opportunities available to the young person as researcher can be clearly identified | Jones 2004 |
| 122 find that choices in the research rarely exist as an | Jones 2004 |

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| absolute freedom-it is important that the adult makes the limitations and possibilities explicit | |
| 123 need to engage with the 'idea' of research and what research means, before taking on specific tasks | Jones 2004 |
| 124 require the methods to fit them (taking into account their age and ability and relevant social factors) | Jones 2004 |
| 125 should understand the links between method and theory | Jones 2004 |
| 126 find that the activities interfere with their schooling | Jones 2004 |
| 127 should have training which includes a consideration of ethics in research | Jones 2004 |
| 128 should have support and supervision | Jones 2004 |
| 129 should receive material benefits from the research (eg more research skills, certificates, references to supplement school achievement records) | Jones, A (2004) p122 |
| 130 are seen as equal partners | |
| 131 are no better than adults at getting responses from other young people | |
| 132 are no better than adults at overcoming the power and generational (age) issues that adult researchers face | |
| 133 come up with the idea for the research | |
| 134 share responsibility for designing the research | |
| 135 deal with problems, criticisms and complaints when they arise in the project | |
| 136 is an example of a different kind of educational relationship | |
| 137 is a practical expression of a democratic way of life | Nespor 1998 p382 |
| 138 are best described as young researchers | |
| 139 have the right to research issues that affect them directly | |
| 140 are best described as citizen researchers | Brownlie 2009 p700 |
| 141 produces better outcomes, for instance in terms of policies | Brownlie 2009 p701 |
| 142 improves or changes people's lives | Brownlie 2009 p701 |
| 143 leads to research which is less academically rigorous and publishable | Brownlie 2009 p701 |
| 144 is of more use and relevance to those involved | Brownlie 2009 p701 |
| 145 find that their own creative ways of expressing themselves are lost | Brownlie 2009 p706 |
| 146 informs and promotes social change | Brownlie 2009 p701 |
| 147 are motivated by issues, not to be researchers | Brownlie 2009 p706 |
| 148 rarely start off with knowledge of research as an activity | Brownlie 2009 p706 |
| 149 often feel anxious and out of place | Brownlie 2009 p711 |
| 150 are focused on as the experts –they know what their own lives are like | Brownlie 2009 p708 |
| 151 agree with the idea of 'nothing about us without us' | Brownlie 2009 p711 |
| 152 behave like 'mini-adults' | Tisdall <i>et al</i> (2008) p348 |

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| 153 find that the research process leads to them developing power | Fleming and Ward 2004 p165 |
| 154 find that the outcomes are not always the ones that the professionals had wanted or anticipated in the first place | Fleming and Ward 2004 p165 |
| 155 have an equal but different contribution to make to the research process | Fleming and Ward 2004 p166 |
| 156 are the people in the community who are most affected by the issues being researched | Fleming and Ward 2004 p175 |
| 157 over-rule the professional researchers on a number of matters | Fleming and Hudson 2009 p120 |
| 158 are empowered by and enjoy being in control | Fleming and Hudson 2009 p124 |
| 159 find that their results are not taken seriously by adult audiences | Fleming and Hudson 2009 p123 |
| 160 offer valuable insights that adults might misinterpret or not see | Fleming and Hudson 2009 p123 |
| 161 choose the kind of involvement that suits them | Fleming and Hudson 2009 p125 |
| 162 often surprise and impress adults with the level of their professionalism | Fleming <i>et al</i> 2009 p285 |
| 163 are naturally curious and inquisitive which makes them ideal researchers | Jones 2004 p113 |
| 164 get drawn into political struggles which are often linked to research activity | Jones 2004 p116 |
| 165 are clever enough to work with adults in research in this way | |
| 166 Are given the opportunity to take on additional responsibility | A level student Sec 2 |
| 167 Is a good way to get a different view on the chosen subjects | A level student Sec 2 |
| 168 May not fully understand what is going on | A level student Sec 2 |
| 169 Are accepted as an equal, valid member of the team | A level student Sec 2 |
| 170 May feel under pressure to complete | A level student Sec 2 |
| 171 Enable me to see how more experienced people work | A level student Sec 2 |
| 172 Have a lot of responsibility | A level student Sec 2 |
| 173 Have to plan very carefully | A level student Sec 2 |
| 174 Are valuable in offering and sharing new ideas | A level student Sec 2 |
| 175 Have to share ideas together | A level student Sec 2 |
| 176 received feedback on what happened to their ideas | Davis, J. (2009) p161 |
| 177 discovered if their ideas led to policy change | Davis, J. (2009) p161 |
| 178 worked on issues which were of real relevance to the young people themselves | Davis, J. (2009) p162 |
| 179 found that the project had the capacity to make a difference in the long term | Davis, J. (2009) p162 |
| 180 found that the project was underpinned by values of trust, respect and equity | Davis, J. (2009) p162 |
| 181 found that adequate time and resources were made | Davis, J. (2009) |

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| available | p162 |
| 182 found that clear goals and targets were agreed with the young people (realistic expectations were made) | Davis, J. (2009) p162 |
| 183 were provided with training and support | Davis, J. (2009) p162 |
| 184 found that adults were willing to adopt a learner role | Davis, J. (2009) p163 |
| 185 found that taking part in the project improved their skill and ability to do research | Lansdown, G. (2006) p153 |
| 186 found that experience was as important as age | Lansdown, G. (2006) p153 |
| 187 were seen as social actors with the knowledge capacity and competency to take part effectively | Prout <i>et al</i> (2006) p90 |
| 188 found that it was clear that the adults felt that they knew best | Prout <i>et al</i> (2006) p90 |
| 189 found that adults and young people were both actively engaged as citizens | Cairns, L. (2006) p228 |
| 190 had brilliant ideas but in the long term needed the support from adults in order to keep taking part | Prout <i>et al</i> (2006) p90 |
| 191 found that they had strengths to offer other young people involved in the research | Lansdown, G. (2006) p153 |
| 192 had access to people with power so that change could be achieved by the research | Lansdown, G. (2006) p153 |
| 193 resulted in something changing | Lansdown, G. (2006) p153 |
| 194 felt fully included in the process | Posada, S. (2010) |
| 195 fed back the results to people with influence to make changes | Posada, S. (2010) |
| 196 felt obliged to get involved as a member of the community | Mason and Bolzan (2010) p130 |
| 197 saw it as their individual right to get involved with the project | Mason and Bolzan (2010) p130 |
| 198 were treated warily by adults in case the work resulted in instability in the social order | Mason and Bolzan (2010) p127 |
| 199 could undertake rigorous empirical research where a lack of research knowledge and skill did not serve as a barrier | Malone and Hartung (2010) p30 |
| 200 felt that they were making a difference | Fitzgerald <i>et al</i> (2010) p295 |
| 201 contributed to research which was just as publishable as research done by adults only | Sam 21/1/2010 |
| 202 saw a final published report of their work | Sam/me 21/1/2010 |
| 203 needed the adults to protect them from risks | Shier 2010 p33 |
| 204 got involved for the good of the community | Shier 2010 p34 |
| 205 were competent | Kellett <i>et al</i> 2004 p330 p330 |
| 206 had enough knowledge | Kellett <i>et al</i> 2004 p330 |
| 207 had enough understanding | Kellett <i>et al</i> 2004 |

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| | p330 |
| 208 had enough skills | Kellett <i>et al</i> 2004 p332 |
| 209 were able to change the circumstances in which they live | Gallacher and Gallagher 2008 p502 |
| 210 were told why their involvement was being asked for | |
| 211 were told what kind of influence the research might have | |
| 212 found that issues that needed following up were dealt with | |
| 213 felt pushed into agreeing with adults | |
| 214 felt that they were kept in the loop | |
| 215 got on well with the adults | |
| 216 enjoyed being with the adults | |
| 217 enjoyed their involvement with the project | |
| 218 had fun | |
| 219 were told why they were being invited to get involved | |

Appendix 34

How you would be involved.

You are being approached as I understand that you have gained some experience of working on at least one research project. In addition to completing a card sorting activity (the Q-sort), I would be keen for any thoughts you might have about any other aspects of this study.

Taking part in this research is of course entirely voluntary. No judgement will be made if you do not wish to get involved. Similarly, if once you have agreed, you may discontinue your participation at any time without similar penalty or judgement being made. You do not have to give a reason. So, it is entirely up to you to decide whether or not to take part. If you do decide to take part you will be asked to sign a consent form-but remember you can still withdraw at any time.

Your safety and confidentiality

All the information that I collect during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications unless you actively decide that you wish to be credited.

Before we meet, if you need to, you can contact me for further information at Sheffield University 0114 2222000 or at this address:

Martin Hughes
Sheffield University School of Education
388 Glossop Road
Sheffield
S10 2JA

Supervisor:
Dr Tim Corcoran Lecturer in Educational Psychology
Sheffield University School of Education
388 Glossop Road
Sheffield
S10 2JA

This information sheet is yours to keep. Should you choose to become involved as a participant in my research, you will be asked to sign a consent form.

Thank you very much for reading this. I look forward to perhaps meeting you at a later date.

Yours Sincerely

Martin Hughes
EdD EdPsych student



**The experience
of young people
who work as
young
researchers
Information
for potential
participants**

Hi

Thanks for your interest in my research project. I have become interested in exploring the views of young people who have worked as young researchers. I hope that this might help you to make an informed decision about whether or not you would like to take part. At the moment, the title of my project is:

The experience of young people who work as young researchers

Please think carefully about whether or not you would like to get involved. I'd be happy to come and meet you and some of your friends or colleagues which could give you a chance to meet me and ask any questions and find out more about the project. Take time to decide whether or not you wish to take part.

The reasons for this research

A lot of research involving young researchers is written by adults and their voices are often very prominent in the way that the work is reported and published. I am interested in what young people say about their experience of working on research projects. I am using Q methodology in order to explore young people's viewpoints. Q methodology uses Q sorting which involves people deciding where to place items on a grid according to (for instance) how much they agree or disagree with each item. In my study, I want young people to sort statements all of which say something about working as a researcher. At present, my research question is:

How do young people and adults view the experience of working together on research projects?

I have been keen to try and base the statements for the Q sorting on what young people themselves say.

Here is a picture of a young person doing a Q-sort:



I hope that benefits to you as a participant will include an interesting, stimulating and enjoyable experience (!) and an opportunity for you to talk about some of your research experiences.

Outcomes

The results of the research will be written up as my doctoral thesis (Ed D Educational Psychology) which can be obtained through Sheffield University. Some of this work may also be published in journals. If you are interested in the outcomes then we can discuss how to obtain these. We can also discuss how to share the results of the work that I hope that you will participate in. This study forms part of the EdD (Educational Psychology) course at The University of Sheffield. The project has been ethically approved via the University of Sheffield School of Education department's ethics review procedure.

Appendix 35-Information and consent form
Young people who work together with adults on research projects

Information Sheet regarding consent

My name is Martin Hughes. Many thanks for your interest in my study which forms part of the Doctorate (EdD, Educational Psychology) course at The University of Sheffield. The project has been ethically approved via the University of Sheffield School of Education department's ethics review procedure.

If you need to, you can contact me for further information at Sheffield University 0114 2222000 or at this address:

Martin Hughes
Sheffield University School of Education
388 Glossop Road
Sheffield
S10 2JA

My supervisor is Dr Tim Corcoran:
Dr Tim Corcoran, Lecturer in Educational Psychology
Sheffield University School of Education
388 Glossop Road
Sheffield S10 2JA
T.D.Corcoran@sheffield.ac.uk

A range of people have very kindly agreed to take part, all of whom have an interest and some experience of the topic, which concerns young people who have worked with adults on research projects. A mixture of young people and adults have received this information, to help them make an informed decision about taking part. I have also contacted and invited participants from outside of the UK.

You are invited to sort the 59 statements according to the degree to which you agree with each statement. This process is called Q sorting. I understand that your time is precious and so have cut up the statements for you. After you have sorted the statements, you are asked to explain briefly the strong choices in your Q sort. There is also an additional information sheet and I'd be grateful if you could complete this also.

PTO

When you record your answers you can choose a name for your Q sort, which will preserve your confidentiality while also allowing you to find your personal results in the analysis report. The attached documents contain all the materials you need to self-administer the sorting activity. The consent form allows you to request a report of the analysis. The entire process might take about one hour.

Thanks for your interest.

Martin

Instructions for Independent Completion

Preparations

1. Check that you have, in addition to this sheet, a consent form, instructions for sorting the statements, a record sheet for the card sort, an additional information sheet, a comments booklet, number cards, 59 statement cards and a checklist.
2. Read the information sheet and the consent form. If you have questions, contact Martin Hughes (M.J.Hughes@sheffield.ac.uk) or 0114 2222000.
3. Complete the consent form, and send it to Martin Hughes by email or hard copy in the stamped addressed envelope.

Consent Form

Young people who work together with adults on research projects

I understand that this research project uses Q methodology (the card sorting activity) to explore different viewpoints about young people who work with adults on research projects.

I understand that my Q sort and other responses will be identified with a first name of my choosing and that I will not be identified by my real first name, unless I choose this. Immediately on receipt of my consent form and response sheet, Martin Hughes will check that my selected name is not already claimed, and that the response form has no data entry errors, and will separate the consent form from the response sheet. The Q sort and other raw data will only be accessible to Martin Hughes.

I may choose to participate in the Q sort. I can also change my mind, and ask that my Q sort response be removed from the study at any time up to December 1, 2010. Comments I make on the response form may be used in a published report of the research.

Any published article will only identify individuals by first name (real or otherwise).

I would like a report on this study: YES NO

Type in name or insert signature

Date: _____

Name and Email address (for posting report).

Name _____

Email: _____

Appendix 36-Q sorting instructions

Young people who work together with adults on research projects-
Instructions for sorting the statements

Thank you for agreeing to participate in this study. This exercise might take approximately 40-50 minutes of your time.

I am interested in the role or position of the young person who works together with an adult or adults on a research project. This card sort is being used with a range of people-young people, some of whom have had very limited experience of taking part in research, through to young people and adults who have often been involved in taking part and writing about research. This activity then, has been designed carefully so as to take account of this range of experience. I would like you to reflect on your own experience of research in order to consider which of the statements are important to you and therefore which of them you agree with most strongly (through to the ones you agree with least strongly).

The statements are all things which might be said about the role of young people working together with adults in research projects. I would like you to sort each statement according to how much you agree with it.

What you need to do:

1. Make yourself a grid (or aim to lay out the cards in your final sort) exactly like the shape of the record sheet so that there is a space for each of the 59 statements.
2. Read through the statements in order to become familiar with them.
3. Place these two cards to help you remember which way to place the statements ('Most agree' on right, 'least agree' on left):

| | |
|--|--|
| <p>Least agree (place extreme left)</p> | <p>Most agree (place extreme right)</p> |
|--|--|

PTO

4. People hold different views about the idea of young people working with adults in research projects. Some views are related to what should happen-an ideal view of the role of the young person working in this way. Other views might be hypothetical-what the young person's role in a research project with adults could be. In this card sorting exercise you are being asked to reflect on the experience that you have had (what has happened) in relation to this kind of work. If you have been involved in more than one project, think of times when the things stated on the cards have happened-when young people have had the experience-in order to decide how much you agree with the statement. Reflect in this way and put this next sentence before each of the 59 statements to help you to decide where to place the statement on the grid.

In my experience, when working together with an adult on a research project, young people

5. Sort the statements into three piles: place to the right those with which you agree, to the left those with which you agree much less and in the middle those about which you are neutral, ambivalent or uncertain.
6. Choose the two statements which are most like your position or viewpoint and place them in the column on the far right (it doesn't matter which order in the column you place them).
7. Now look at the left side. Choose the two statements that are most unlike your position or viewpoint and place them in the column on the far left (again, the order is unimportant).
8. Now look at the right side again and choose three statements which are more like your position than the remaining ones but not as significant as the ones you have already chosen. You are perfectly free to switch statements between columns as you continue to sort.
9. Now turn back to the left side and continue.
10. You will work towards the middle position which might then be where you place the ones left over after most of the columns on the right and left have been filled.
11. Review your sort and make any adjustments which more accurately portray your personal point of view.
12. Complete the 'Post sort notes' section of the record sheet in order to capture any thoughts on the experience. Enter the card number in the correct space on the record sheet.

Many thanks

Appendix 37-Final Q set

| | |
|---|---|
| <p>1</p> <p>took responsibility for sorting out the ethical issues in the research</p> | <p>2</p> <p>helped adult researchers to learn and understand about the experiences of children</p> |
| <p>3</p> <p>were much more than just assistants to the adults</p> | <p>4</p> <p>experienced frustration over the limits which were placed on them by the adults</p> |
| <p>5</p> <p>challenged the idea of an expert adult researcher studying young people as research 'objects'</p> | <p>6</p> <p>made some really important decisions</p> |
| <p>7</p> <p>got hold of resources (time, money, expertise) in support of the project</p> | <p>8</p> <p>weren't bothered about having equal power with adults in the research - they just wanted to be able to have a say</p> |

| | |
|--|---|
| <p style="text-align: center;">9</p> <p>needed the adults to make sure that the project stayed on track</p> | <p style="text-align: center;">10</p> <p>identified the benefits of the research in order to decide if the research was worthwhile</p> |
| <p style="text-align: center;">11</p> <p>had a say in how money involved with the project was to be used</p> | <p style="text-align: center;">12</p> <p>decided on research questions</p> |
| <p style="text-align: center;">13</p> <p>took responsibility for data collection</p> | <p style="text-align: center;">14</p> <p>made decisions about how research findings were communicated (through written reports, by presentations etc)</p> |
| <p style="text-align: center;">15</p> <p>had a say on what action was to follow from the research (eg implications for policy, things changing as a result of the research findings)</p> | <p style="text-align: center;">16</p> <p>were trusted by adults</p> |

| | |
|---|---|
| <p style="text-align: center;">17</p> <p>had opportunities to express their views about the research</p> | <p style="text-align: center;">18</p> <p>identified issues and researched them, with adults in the role of research assistants</p> |
| <p style="text-align: center;">19</p> <p>were consulted about all of the key decisions</p> | <p style="text-align: center;">20</p> <p>felt that their involvement was tokenistic (eg superficial, insignificant, unimportant)</p> |
| <p style="text-align: center;">21</p> <p>found that changes to the research process were made as a result of what they said</p> | <p style="text-align: center;">22</p> <p>were involved at the data analysis stage (when the information collected was looked at in order to come up with results)</p> |
| <p style="text-align: center;">23</p> <p>found that adults made the limitations and possibilities very clear so that the young people understood what they were being allowed to decide</p> | <p style="text-align: center;">24</p> <p>found that power-sharing (or democracy) between adults and young people in research was possible</p> |

| | |
|--|--|
| <p>25</p> <p>came up with the idea for research</p> | <p>26</p> <p>were better than adults at getting responses from other young people</p> |
| <p>27</p> <p>experienced a different way of adults and young people learning together</p> | <p>28</p> <p>dealt with problems, criticisms and complaints when they arose in the project</p> |
| <p>29</p> <p>contributed to research which was just as good as research done by adults only</p> | <p>30</p> <p>helped to produce better outcomes than work produced by adults alone</p> |
| <p>31</p> <p>agreed with the idea of 'don't do research <u>on</u> us - do it <u>with</u> us'</p> | <p>32</p> <p>were regarded as the experts - they knew what young people were like</p> |

| | |
|--|---|
| <p>33</p> <p>had an equal but different contribution to make to the research process</p> | <p>34</p> <p>found that their involvement led to them developing a greater ability to influence or act upon things (more power)</p> |
| <p>35</p> <p>offered insights that adults might have misinterpreted or not seen</p> | <p>36</p> <p>found that their results were taken seriously by adult audiences once the research was completed</p> |
| <p>37</p> <p>knew enough to work with adults in research in this way</p> | <p>38</p> <p>often surprised and impressed adults</p> |
| <p>39</p> <p>understood what was going on</p> | <p>40</p> <p>were given the opportunity to take on additional responsibilities</p> |

| | |
|---|--|
| <p>41</p> <p>felt under pressure to complete the project</p> | <p>42</p> <p>were respected as an equal, valid member of the team</p> |
| <p>43</p> <p>had a lot of responsibility</p> | <p>44</p> <p>were able to learn how more experienced people work</p> |
| <p>45</p> <p>found that the project resulted in something changing</p> | <p>46</p> <p>were valuable in offering and sharing new ideas</p> |
| <p>47</p> <p>found that it was clear that the adults felt that they knew best</p> | <p>48</p> <p>worked on issues which were of relevance to the young people themselves</p> |

| | |
|--|---|
| <p>49</p> <p>needed support from adults in order to keep taking part</p> | <p>50</p> <p>found that adults were willing to adopt a learner role</p> |
| <p>51</p> <p>contributed to research which was just as publishable as research done by adults only</p> | <p>52</p> <p>felt included in the process</p> |
| <p>53</p> <p>were protected from risks by the adults</p> | <p>54</p> <p>feedback the results to influential people</p> |
| <p>55</p> <p>felt that they were kept in the loop</p> | <p>56</p> <p>saw a final published report of their work</p> |

| | |
|--|--|
| 57 enjoyed their involvement with the project | 58 got involved for the good of the community |
| | 59 got on well with the adults |

Appendix 38-Strips to make 'number line' to support creation of grid

| | | |
|---|--|---|
| Column 1 Left Place 2 statements here | | Column 2 Left Place 3 statements here |
|---|--|---|

| | | |
|---|--|---|
| Column 3 Left Place 5 statements here | | Column 4 Left Place 7 statements here |
|---|--|---|

| | | |
|---|--|---|
| Column 5 Left Place 8 statements here | | Middle column Place 9 statements here |
|---|--|---|

| | | |
|--|--|---|
| <p>Column 7 Right</p> <p>Place 8 statements here</p> | | <p>Column 8 Left</p> <p>Place 7 statements here</p> |
|--|--|---|

| | | |
|--|--|---|
| <p>Column 9 Right</p> <p>Place 5 statements here</p> | | <p>Column 10 Right</p> <p>Place 3 statements here</p> |
|--|--|---|

| | | |
|---|--|--|
| <p>Column 11 Right</p> <p>Place 2 statements here</p> | | |
|---|--|--|

2) Please feel free to make some notes on your reasons for choosing to place the statements at the extreme left and right of the grid:

Any other comments:

Appendix 40-Additional information

Thankyou very much for your participation in this project. In addition to completing the card sorting activity (and record sheet), I would be most grateful if you could also complete the following questions.

1) Which of these terms best describes the role of young people who work with adults on research?

Below are some terms which are sometimes used to describe the role of young people who work with adults on research. Please rank them by putting '1' next to the term which you think best describes the role of the young person involved in research with adults, followed by 2 for your next preferred term etc.

| | |
|------------------------|--|
| Advisor | |
| Equal participant | |
| Collaborator | |
| Co-researcher | |
| Respondent | |
| Subject | |
| Peer researcher | |
| Young researcher | |
| Student researcher | |
| Citizen researcher | |
| Expert witness | |
| Young research partner | |

Please add any terms that you particularly favour here (plus comments if you wish):

2) What do you see as the features which limit the role of young people in research?

PTO

3) What could improve or strengthen the role of young people involved with adults in research?

4) Do you see young people involved in research as a 'good thing'? (please give reasons)?

5) What do you see as the benefits of young people working with adults on research (both to the research and the young people themselves)?

6) In your experience, young people are paid for their involvement in research with adults.... (circle one)

never sometimes often always

7) Please provide biographical details:

Type of **role** that best describes you: (circle one)

School student University lecturer/researcher

Community worker Other (please describe)

Age: If adult: Country in which you have worked most with young researchers:

Level of experience of working as a young person or with young people in research: (please circle one)

High medium low

Comments Booklet

Please add your comments here next to the relevant statements.

| | |
|--|--|
| 1 took responsibility for sorting out the ethical issues in the research | |
| 2 helped adult researchers to learn and understand about the experiences of children | |
| 3 were much more than just assistants to the adults | |
| 4 experienced frustration over the limits which were placed on them by the adults | |
| 5 challenged the idea of an expert adult researcher studying young people as research 'objects' | |

| | |
|---|--|
| <p>6</p> <p>made some really important decisions</p> | |
| <p>7</p> <p>got hold of resources (time, money, expertise) in support of the project</p> | |
| <p>8</p> <p>weren't bothered about having equal power with adults in the research - they just wanted to be able to have a say</p> | |
| <p>9</p> <p>needed the adults to make sure that the project stayed on track</p> | |
| <p>10</p> <p>identified the benefits of the research in order to decide if the research was worthwhile</p> | |
| <p>11</p> <p>had a say in how money involved with the project was to be used</p> | |

| | |
|--|--|
| <p>12</p> <p>decided on research questions</p> | |
| <p>13</p> <p>took responsibility for data collection</p> | |
| <p>14</p> <p>made decisions about how research findings were communicated (through written reports, by presentations etc)</p> | |
| <p>15</p> <p>had a say on what action was to follow from the research (eg implications for policy, things changing as a result of the research findings)</p> | |
| <p>16</p> <p>were trusted by adults</p> | |
| <p>17</p> <p>had opportunities to express their views about the research</p> | |

| | |
|---|--|
| <p>18</p> <p>identified issues and researched them, with adults in the role of research assistants</p> | |
| <p>19</p> <p>were consulted about all of the key decisions</p> | |
| <p>20</p> <p>felt that their involvement was tokenistic (eg superficial, insignificant, unimportant)</p> | |
| <p>21</p> <p>found that changes to the research process were made as a result of what they said</p> | |
| <p>22</p> <p>were involved at the data analysis stage (when the information collected was looked at in order to come up with results)</p> | |
| <p>23</p> <p>found that adults made the limitations and possibilities very clear so that the young people understood what they were being allowed to decide</p> | |

| | |
|---|--|
| <p>24</p> <p>found that power-sharing (or democracy) between adults and young people in research was possible</p> | |
| <p>25</p> <p>came up with the idea for research</p> | |
| <p>26</p> <p>were better than adults at getting responses from other young people</p> | |
| <p>27</p> <p>experienced a different way of adults and young people learning together</p> | |
| <p>28</p> <p>dealt with problems, criticisms and complaints when they arose in the project</p> | |
| <p>29</p> <p>contributed to research which was just as good as research done by adults only</p> | |

| | |
|---|--|
| <p>30</p> <p>helped to produce better outcomes than work produced by adults alone</p> | |
| <p>31</p> <p>agreed with the idea of 'don't do research <u>on</u> us - do it <u>with</u> us'</p> | |
| <p>32</p> <p>were regarded as the experts - they knew what young people were like</p> | |
| <p>33</p> <p>had an equal but different contribution to make to the research process</p> | |
| <p>34</p> <p>found that their involvement led to them developing a greater ability to influence or act upon things (more power)</p> | |
| <p>35</p> <p>offered insights that adults might have misinterpreted or not seen</p> | |

| | |
|--|--|
| 36 found that their results were taken seriously by adult audiences once the research was completed | |
| 37 knew enough to work with adults in research in this way | |
| 38 often surprised and impressed adults | |
| 39 understood what was going on | |
| 40 were given the opportunity to take on additional responsibilities | |
| 41 felt under pressure to complete the project | |

| | |
|---|--|
| <p>42</p> <p>were respected as an equal, valid member of the team</p> | |
| <p>43</p> <p>had a lot of responsibility</p> | |
| <p>44</p> <p>were able to learn how more experienced people work</p> | |
| <p>45</p> <p>found that the project resulted in something changing</p> | |
| <p>46</p> <p>were valuable in offering and sharing new ideas</p> | |
| <p>47</p> <p>found that it was clear that the adults felt that they knew best</p> | |

| | |
|--|--|
| <p>48</p> <p>worked on issues which were of relevance to the young people themselves</p> | |
| <p>49</p> <p>needed support from adults in order to keep taking part</p> | |
| <p>50</p> <p>found that adults were willing to adopt a learner role</p> | |
| <p>51</p> <p>contributed to research which was just as publishable as research done by adults only</p> | |
| <p>52</p> <p>felt included in the process</p> | |
| <p>53</p> <p>were protected from risks by the adults</p> | |

| | |
|--|--|
| 54 feedback the results to influential people | |
| 55 felt that they were kept in the loop | |
| 56 saw a final published report of their work | |
| 57 enjoyed their involvement with the project | |
| 58 got involved for the good of the community | |
| 59 got on well with the adults | |

Appendix 42-Checklist

Checklist:

Young people who work together with adults on research projects

Please check that you have:

- 1) Completed the card sort
- 2) Entered the numbers of each of the cards onto the record sheet (in the correct place!)
- 3) Used the comments booklet to make any comments on particular statements
- 4) Completed the additional information sheet
- 5) Placed the documents described above into the stamped addressed envelope in order to return to:

Martin Hughes
Sheffield University School of Education
388 Glossop Road
Sheffield
S10 2JA

Appendix 43-Details of the P set, adults and young people

| Name chosen | M/F | Adult or young person? | Origin | Tag | Face to face? | Date sort completed | Time taken (mins) approx or U (Unknown) |
|--------------------|------------|-------------------------------|---------------|------------|----------------------|----------------------------|--|
| Martin | M | A | UK | HEM51L1 | (self) | 18/02/2010 | 30 |
| Liz | F | YP | UK | F1F18L1 | Y | 19/02/2010 | 30 |
| Rhianan | F | YP | UK | S2F17L1 | Y | 22/02/2010 | 40 |
| Stuart | M | YP | UK | S2M18L1 | Y | 23/02/2010 | 45 |
| Oliver | M | YP | UK | S2M18L2 | Y | 23/02/2010 | 40 |
| Brad | M | YP | UK | S2M17L1 | Y | 25/02/2010 | 45 |
| Caitlin | F | YP | UK | S2F18L1 | Y | 25/02/2010 | ? |
| Helen | F | A | UK | HEFadH1 | N | | ? |
| Stuart | M | A | UK | HEMadM1 | Y | 14/05/2010 | 60 |
| Emma1 | F | YP | UK | ChF21H1 | Y | 18/05/2010 | 65 |
| Rachael | F | YP | UK | ChF20H1 | Y | 18/05/2010 | 45 |
| Chelsea | F | YP | UK | ChF18H1 | Y | 18/05/2010 | 45 |
| Julia | F | YP | UK | ChF21M1 | Y | 18/05/2010 | 50 |
| William | M | A | | HEM62H1 | Y | 26/05/2010 | 65 |
| MT | F | A | UK | HEF28M1 | N | 6/6/2010? | ? |

| | | | | | | | |
|-------------|---|---|-------------|---------|---|------------|----|
| Barry Smith | M | A | UK | HEM48H1 | N | 08/06/2010 | ? |
| Florence | F | A | UK | HEF40H1 | N | 16/06/2010 | ? |
| Suzy | F | A | UK | STF54M1 | N | 18/06/2010 | ? |
| NP | F | A | UK | STFadL1 | Y | 23/06/2010 | 45 |
| Rachel | F | A | UK | ReFadL1 | N | 21/6/2010? | ? |
| Emma2 | F | A | UK | ReF34M1 | N | 21/06/2010 | ? |
| Maurizio | M | A | UK | HEM32H1 | N | 24/06/2010 | ? |
| ANNE_01 | F | A | Netherlands | HEF32H1 | N | 30/06/2010 | ? |

| | | | | | | | |
|-----------|---|----|-----------|---------|---|------------|----|
| Naomi | F | A | UK | STF51L1 | Y | 06/07/2010 | 35 |
| Hasser | M | A | Nicaragua | ReMadH1 | N | 06/07/2010 | ? |
| Christian | M | YP | UK | S3M14M1 | Y | 21/07/2010 | 30 |
| Sam | M | YP | UK | S3M15M1 | Y | 21/07/2010 | 36 |
| Rick B | M | A | Australia | HEMadH1 | N | 17/07/2010 | ? |
| Harry | M | YP | UK | LYM17H1 | Y | 02/08/2010 | 45 |
| Sue C | F | A | Australia | HEFadM1 | N | 12/08/2010 | ? |
| Jan | F | A | UK | HEFadH2 | Y | 18/08/2010 | 25 |

| | | | | | | | |
|---------|---|----|----|---------|---|------------|----|
| Michael | M | A | UK | HEM47H1 | Y | 18/08/2010 | 35 |
| | | A | | | | | |
| Jay | F | | UK | HEF29M1 | Y | 18/08/2010 | 35 |
| Roger | M | A | UK | HEM56M1 | Y | 18/08/2010 | 30 |
| Susan | F | A | UK | EPF48M1 | N | 21/07/2010 | ? |
| AAA | M | YP | UK | S4M14M1 | N | 21/07/2010 | ? |
| Kerry | F | YP | UK | S4F14L1 | N | 21/07/2010 | ? |
| Milly | F | A | UK | TAFadL1 | N | 21/07/2010 | ? |
| Mike | M | A | UK | ReM66H1 | Y | 27/09/2010 | 26 |

| | | | | | | | |
|----------|---|----|-----------|---------|---|------------|----|
| Jasmine | F | A | UK | HEF53M1 | N | 25/09/2010 | ? |
| Zacharay | M | YP | UK | CoM17M1 | Y | 11/10/2010 | 30 |
| Kim | F | A | USA | HEFadH3 | N | 01/11/2010 | ? |
| Jane | F | A | Australia | HEFadM2 | N | 25/10/2010 | ? |
| Peter | M | A | Austria | HEMadH2 | N | 23/10/2010 | ? |
| LZ | M | YP | UK | S2M19M1 | Y | 03/12/2010 | 40 |
| Nadia | | YP | UK | S5F13L1 | N | 07/12/2010 | ? |
| Emma3 | F | YP | UK | YAF18M1 | Y | 07/01/2011 | 40 |

| | | | | | | | |
|---------|---|----|----|---------|---|------------|----|
| Lucy | F | YP | UK | YAF18M2 | Y | 07/01/2011 | 50 |
| Patrick | F | A | UK | HEM60H1 | N | 11/01/2011 | ? |
| Ciara | F | A | UK | ReFadH1 | N | 13?/1/2011 | ? |
| Sarah | M | YP | UK | NoF21L1 | Y | 26/01/2011 | 30 |
| Avneath | F | YP | UK | NoF18M1 | Y | 26/01/2011 | 50 |
| Aaron | F | YP | UK | NoM23L1 | Y | 26/01/2011 | 30 |
| JX | F | A | UK | ReFadM1 | N | 09/02/2011 | ? |
| Joshua | M | YP | UK | O6M18L1 | Y | 11/02/2011 | 30 |

| | | | | | | | |
|----------------|-------|----|----|---------|---|------------|----|
| Charlotte | F | YP | UK | O6F17L1 | Y | 11/02/2011 | 30 |
| Azam | M | YP | UK | O6M16M1 | Y | 11/02/2011 | 35 |
| Daniel | F | YP | UK | O6M16H1 | Y | 11/02/2011 | 40 |
| Chloe | M | YP | UK | O6F17H1 | Y | 11/02/2011 | 40 |
| | M | A | UK | O6MadM1 | N | 13/02/2011 | ? |
| young taffs | F | YP | UK | YTgpL1 | N | 22/01/2011 | ? |
| Zac7 | M | YP | UK | S6M14L1 | Y | 07/03/2011 | 40 |
| A and S | 2F+1M | YP | UK | S6F13L1 | Y | 07/03/2011 | 40 |

| | | | | | | | |
|-------------|---|----|----|---------|---|------------|----|
| Md and Hass | M | YP | UK | S6M13L1 | Y | 07/03/2011 | 40 |
| Lauren | F | YP | UK | S6F13L2 | Y | 07/03/2011 | 40 |
| Kyle | M | YP | UK | S6M13L2 | Y | 07/03/2011 | |
| ED | F | A | UK | | N | | |

Note: unknown adult not included

Appendix 44-Evaluation of the activity involving photographs to generate statements

The students in Sec1 and Sec2 used an evaluation sheet with the KS3 pupils (Appendix 21) that required the younger pupils to circle any sentences that they agreed with. The results from 56 evaluation sheets are shown as Appendix 45. Table A5a.1 below shows the frequencies for the selection of each sentence.

| Sentence circled | Frequency |
|----------------------------------|------------------|
| easy | 31 |
| made me think | 27 |
| felt ok about doing the activity | 25 |
| interesting | 25 |
| able to say what I thought | 24 |
| wasn't long enough | 21 |
| fun | 21 |
| explained things well | 20 |
| dunno | 20 |
| what was the point of it? | 18 |
| had enough information | 15 |
| great | 14 |
| boring | 7 |
| took too long | 3 |
| I didn't understand | 2 |
| upsetting | 2 |
| hard | 2 |
| worried about what I said | 1 |

Table A5a.1 Showing frequency with which sentences were circled by KS 3 pupils

Whilst the frequencies alone are of interest, it also felt useful to explore the way in which the choices made by individual pupils were grouped together so that similar groupings might be found and then clustered together. Appendix 45 shows the clusters that might be regarded as viewpoints about the activity used by the students whereby photos generated statements about behaviour in school. In compiling Appendix 45 I considered each evaluation sheet and

considered its overall meaning, placing it with other data sheets which I regarded as being similar. As this process developed (a kind of by-person analysis), categories emerged and I was able to compare responses before assigning them to a category with other similar responses. (The response from pupil 1 was removed as they circled all of the sentences apart from 'boring' and I found it hard to assign meaning or interpret their response in any other way than them having not given the evaluation sheet too much thought).

Analysis of Appendix 45 indicates that the pupils completing the activity had been generally positive about it as the responses of 40 pupils were regarded as having indicated enjoyment (enthusiastic or more muted), understanding, feeling at ease, valuing or 'okay' about the activity. 19 pupils seemed bemused by the activity as 'what's the point' seemed to drive my interpretation of the responses in this category. Of these, ten seemed uninterested in contrast to nine who seemed to value it even though they wondered about the point of it. Two pupils responses were classified as 'upsetting' although number 28 was confusing as in addition to reporting upset and worry about what they'd said, this pupil also reported the activity as fun, interesting, great and feeling okay about it.

Without knowing how strongly each pupil felt about each sentence that they chose, during my analysis of the responses I was struck by the idea that it would be easy to go beyond the data. In contrast to Q analysis, I do not have comparisons across statements made by pupils in their evaluations-they selected statements that they agreed with and did not indicate the degree to which they agreed with them. Nonetheless I was interested to analyse the data in this way in order to explore the possibility of there being different views about the activity. Had I analysed the data earlier, I would have been interested to have shared it with the Sec1 and Sec2 students and had I pursued the original three research questions concerning behaviour in school these results could have been used to have modified and improved the activity further.

Appendix 45-Summary of 56 evaluation sheets for Key Stage three pupils

| | Participant number | fun | took too long | wasn't long enough | I didn't understand | explained things well | upsetting | what was the point of it? | hard | felt ok about doing the activity | worried about what I said | made me think | easy | dunno | able to say what I thought | interesting | had enough information | great | boring |
|----------------------------|--------------------|-----|---------------|--------------------|---------------------|-----------------------|-----------|---------------------------|------|----------------------------------|---------------------------|---------------|------|-------|----------------------------|-------------|------------------------|-------|--------|
| Enjoyed or enthused | 42 | | | 1 | | | | | 1 | | | | 1 | | 1 | 1 | | | |
| | 48 | 1 | | 1 | | | | | | | | | | | | | | 1 | |
| | 7 | 1 | | | | | | | | | | | | | | | | | |
| | 6 | 1 | | | | | | | | | 1 | 1 | | | 1 | 1 | | 1 | |
| | 37 | | | | | | | | 1 | | | | | | | 1 | | 1 | |
| | 5 | 1 | | | | | | | | | | | | | 1 | 1 | | 1 | |
| | 39 | | | 1 | | | | | | | | | 1 | 1 | | 1 | 1 | | |
| Understood and | 24 | 1 | | | | 1 | | | | | | 1 | | | | 1 | | 1 | |
| | 21 | 1 | | | | 1 | | | | | | 1 | | | 1 | 1 | 1 | | |

| | | | | | | | | | | | | | | | | | | |
|---|----|---|---|---|--|---|--|--|---|--|---|---|---|---|---|---|---|--|
| | 49 | 1 | | | | 1 | | | | | 1 | 1 | | 1 | | 1 | 1 | |
| | 13 | 1 | | | | 1 | | | | | 1 | 1 | | 1 | 1 | 1 | 1 | |
| | 12 | 1 | | | | 1 | | | | | 1 | 1 | | 1 | | 1 | | |
| | 55 | 1 | | 1 | | 1 | | | 1 | | | | | 1 | 1 | | | |
| | 23 | 1 | | | | | | | | | 1 | 1 | | | 1 | 1 | | |
| | 30 | 1 | | 1 | | 1 | | | | | 1 | | | 1 | 1 | 1 | 1 | |
| | 43 | 1 | | 1 | | 1 | | | 1 | | 1 | 1 | | 1 | 1 | | 1 | |
| | 19 | 1 | | 1 | | 1 | | | | | 1 | | | | 1 | | 1 | |
| | 44 | 1 | 1 | | | | | | | | | 1 | 1 | | 1 | | 1 | |
| | 36 | 1 | | 1 | | | | | | | 1 | 1 | | | 1 | | | |
| | 50 | 1 | | 1 | | | | | | | 1 | 1 | | | 1 | | 1 | |
| Understood, at ease, (muted enjoyment) | 20 | | | 1 | | 1 | | | 1 | | 1 | | | 1 | 1 | 1 | | |
| | 32 | | | 1 | | 1 | | | 1 | | | 1 | | 1 | 1 | 1 | | |
| | 33 | | | 1 | | 1 | | | 1 | | 1 | 1 | | 1 | 1 | | | |
| | 18 | | | | | 1 | | | 1 | | | 1 | | | | 1 | | |
| | 40 | | | 1 | | 1 | | | 1 | | 1 | | | 1 | 1 | 1 | | |
| | 56 | | | | | 1 | | | 1 | | | 1 | 1 | | 1 | | | |
| | 57 | | | | | 1 | | | 1 | | | | 1 | | | | | |
| | 41 | | | 1 | | 1 | | | 1 | | 1 | | 1 | 1 | | 1 | | |

| | | | | | | | | | | | | | | | | | | |
|--------------------------|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bemused and valued | 22 | | | | 1 | | | | | | 1 | 1 | | 1 | 1 | | | |
| | 16 | | | 1 | | | | 1 | | 1 | | 1 | 1 | | | | | |
| | 45 | 1 | | | | | | 1 | | 1 | | | 1 | 1 | | | | |
| | 11 | 1 | | | | | | 1 | | | | 1 | 1 | 1 | | | | 1 |
| | 54 | | 1 | | | | | 1 | 1 | | | 1 | | | | | | |
| | 14 | | | 1 | | | | 1 | | 1 | | 1 | 1 | | 1 | | | |
| | 31 | 1 | | 1 | | | | 1 | | 1 | | | 1 | 1 | | 1 | | |
| | 25 | | | | | 1 | | 1 | | | | 1 | | | | 1 | 1 | |
| | 10 | | | | | | | 1 | | | | 1 | | | 1 | | | |
| Bemused and uninterested | 2 | | | | | 1 | | 1 | | | | | 1 | | | | | |
| | 15 | | | 1 | 1 | | | 1 | | 1 | | | 1 | 1 | 1 | | 1 | 1 |
| | 9 | | | | | | | 1 | | 1 | | | 1 | 1 | 1 | | | |
| | 34 | | | 1 | | | | 1 | | | | | 1 | 1 | 1 | | | 1 |
| | 17 | | | | | | | 1 | | | | | 1 | 1 | | | | |
| | 47 | | | | | | | 1 | | | | | | 1 | | | | 1 |
| | 53 | | | | | | | 1 | | | | | | 1 | | | | 1 |
| | 46 | | | | | | | 1 | | | 1 | | | 1 | | | | 1 |
| | 38 | | | 1 | | 1 | | 1 | | 1 | | | | | 1 | | | |
| 35 | | | 1 | | | | 1 | | 1 | | | 1 | 1 | | | | | |
| Upsetting | 28 | 1 | | | | | 1 | | | 1 | 1 | | | 1 | 1 | | 1 | 1 |
| | 52 | | 1 | | | | 1 | | 1 | | | | | | | | | 1 |

| | | | | | | | | | | | | | | | | | | | |
|------------------------------|----|----|---|----|---|----|---|----|---|----|---|----|----|----|----|----|----|----|---|
| Ok, easy, enough information | 8 | | | | | | | | | 1 | | | 1 | | | | 1 | | |
| | 27 | | | | | | | | | 1 | | | 1 | | | | 1 | | |
| Felt ok | 29 | | | | | | | | | 1 | | | | 1 | | | | | |
| Made me think | 3 | | | | | | | | | | | 1 | | 1 | | | | | |
| Dunno | 4 | | | | | | | | | | | | | 1 | | | | | |
| | 51 | | | | | | | | | | | | | 1 | | | | | |
| Mildly bored | 26 | | | | | | | | | 1 | | 1 | 1 | | 1 | | | | 1 |
| Totals | 56 | 21 | 3 | 21 | 2 | 20 | 2 | 18 | 2 | 25 | 1 | 27 | 31 | 20 | 24 | 25 | 15 | 14 | 7 |

Removed evaluation sheet 1:

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|

Appendix 46-Summary of the responses of 13 students made in relation to flower exercise:

Advantages

| |
|---|
| Novelty (20) |
| Fun/interesting/rewarding (10) |
| Fun Fun with kids Some fun Fun, fun, fun! Enjoyable Fun and interesting Interesting Interesting research Interesting subject Rewarding |
| Experience (8) |
| Experience (5) New experience The learning experience Experience in psychology |
| Opportunity (1) |
| The opportunity |
| Difference (1) |
| Something different |
| Helpful to individual student (A levels, applications, long term) (20) |
| Helps with coursework/work in class/exams (4) |
| Help with upcoming coursework Helpful with coursework Help with application in class Good for exams |
| CV/application form (7) |
| CV Good on CV Looks good on a CV/personal statement Looks good on CV and applications Shows interest in psychology out of school-university applications Help with applications to institutions Good for applications |
| Possible future interest/insight (including into EP) (9) |
| Help with choosing post-grad course Insight into the further study of psychology May well help in future career options May help in future career ideas More insight into how psychology works New area of psychology for me Could lead to being interested in something in the future/eg educational psychology Broader knowledge of educational psychology |

| |
|---|
| Insight into educational psychology |
| Skills (13) |
| Skills (2) |
| Valuable skills Gain new skills |
| Social skills/interpersonal (4) |
| Development of social skills Development of social skills Extra inter-personal skills Builds confidence-talking and communicating with different age groups |
| Research methods (7) |
| Broader knowledge of research methods More skilled in research methods Gain skills in research methods Learn about research methods More in depth understanding of behaviour/research methods Gain knowledge of how to carry out research May learn new techniques or methods |
| To help (2) |
| Helpful Help others who want to do the investigation |

Disadvantages

| |
|---|
| Time-consuming (13) |
| Time (7) Time sacrifice Takes up time Takes time Could be quite time-consuming Time-consuming (2) |
| Stress/anxiety/uncertainty (5) |
| Stress (distress) Scary working with new people Minor stress A little awkward-in the sense that it is a new scenario being presented to us Working with KS3! |
| Effort (3) |
| Hard to arrange (2) |
| Travel (2) |
| Other (4) |
| Difficulty if find out personal problems, what to do in bad circumstances What happens if the participants look unenthusiastic? (questions such as this run through your mind) We have to take on a role of responsibility Inconvenience |

Appendix 47-Factor matrix (Q study 1), x indicates a defining sort

By-factor loadings of participant Q sorts. Loadings marked in **bold** and with a **X** indicate a statistically significant loading at $p < 0.01$ (in this case a factor loading of 0.45 or above, raised from 0.01 significance of 0.376). Loadings **italicised** indicate significance at $p < 0.05$ (loading of 0.286 or above) for participants not loading at 0.45 or above and where this lower level of significance is related to not more than one factor.

Factor Matrix with an X Indicating a Defining Sort

| QSORT | Loadings | | | | |
|--------------|----------------|----------------|----------------|----------------|----------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1 HS1 | 0.4023 | 0.5907X | 0.1211 | -0.1082 | 0.2863 |
| 2 HS2 | -0.0198 | 0.1085 | -0.1022 | 0.2544 | 0.3753 |
| 3 HS3 | 0.4462 | 0.0766 | 0.6711X | 0.2505 | 0.1454 |
| 4 HS4 | 0.1375 | 0.4001 | 0.3956 | 0.4824X | -0.1855 |
| 5 HS5 | 0.1731 | 0.1960 | 0.3097 | 0.6923X | -0.0204 |
| 6 KESM1 | 0.1933 | 0.2748 | 0.6147X | 0.1180 | 0.0918 |
| 7 KESF1 | -0.0067 | 0.6546X | 0.1283 | 0.0101 | 0.0203 |
| 8 KESM2 | 0.3178 | -0.0368 | 0.4850X | -0.1287 | 0.4283 |
| 9 KES3 | -0.0301 | 0.6791X | -0.0242 | 0.1448 | 0.0999 |
| 10 KES4 | 0.4877X | -0.0918 | 0.4039 | 0.3784 | 0.2119 |
| 11 KESF2 | -0.1177 | 0.2513 | 0.4760X | 0.3817 | 0.1027 |
| 12 KESF3 | 0.1303 | 0.3200 | 0.0175 | -0.0291 | 0.1217 |
| 13 KESM3 | 0.6834X | 0.1957 | -0.1224 | -0.1351 | 0.3436 |
| 14 KESF4 | 0.2036 | 0.1584 | 0.3550 | 0.2042 | 0.6213X |
| 15 KES5 | 0.2730 | 0.4744 | 0.4678 | -0.1945 | -0.1651 |
| 16 HS6 | 0.0821 | 0.3004 | 0.0953 | -0.0371 | 0.4688X |
| 17 HS7 | 0.5718X | 0.2520 | 0.1742 | 0.0219 | 0.0316 |
| 18 HS8 | -0.0440 | 0.1514 | 0.0573 | -0.1755 | 0.2477 |
| 19 HS9 | 0.0147 | 0.5249 | -0.0508 | -0.5608 | 0.1397 |
| 20 HS10 | 0.1853 | 0.5092X | -0.0460 | 0.2481 | 0.2285 |
| 21 HS11 | 0.6125X | 0.1639 | 0.1892 | -0.0224 | 0.0789 |
| 22 HS12 | 0.3115 | -0.1916 | -0.0919 | 0.1079 | 0.3697 |
| 23 HS13 | 0.1457 | 0.4564X | 0.0491 | 0.0041 | -0.0118 |
| 24 HS14 | 0.2203 | 0.0871 | -0.1698 | 0.6030X | 0.1497 |
| 25 KESF5 | 0.0648 | -0.0545 | 0.1179 | 0.4941X | 0.0355 |
| 26 KESF6 | -0.0060 | 0.2181 | -0.3499 | -0.0052 | 0.0855 |
| 27 KESF7 | 0.5214X | 0.3079 | -0.0171 | 0.3967 | -0.0115 |
| 28 KESF8 | 0.4831X | 0.0219 | 0.3509 | 0.2578 | 0.0370 |
| 29 KESF9 | 0.5782X | 0.0181 | 0.1160 | 0.0851 | -0.0927 |
| Variance | 11% | 11% | 9% | 9% | 6% |
| Eigen Values | 3.19 | 3.19 | 2.61 | 2.61 | 1.74 |

Appendix 48-Position of all statements for Factor 1, Q study 1 (numbers refer to the numbers of the statements-see Appendix 6 for complete list)

| -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 |
|----|----|----|----|----|----|----|----|----|----|----|
| 6 | 18 | 7 | 9 | 13 | 11 | 1 | 8 | 4 | 25 | 27 |
| 46 | 20 | 10 | 15 | 16 | 12 | 2 | 26 | 31 | 40 | 42 |
| | 28 | 17 | 21 | 23 | 14 | 3 | 29 | 37 | 44 | |
| | | 22 | 30 | 24 | 35 | 5 | 33 | 45 | | |
| | | | 32 | 41 | 36 | 19 | 34 | | | |
| | | | | 47 | 39 | 38 | | | | |
| | | | | | 43 | | | | | |

Appendix 49-Position of statements for factor 1, Q study 1 (right-hand side)

| +2 | +3 | +4 | +5 |
|--|---|---|---|
| 8 learning project management skills | 4 sharing ideas and tasks with others | 25 gaining an experience which may be life enhancing | 27 adding to my CV-for future employment |
| 26 getting to meet new people - both adults and peers - which can be an enjoyable experience. | 31 building new relationships with peers and adults in the community which could assist future opportunities | 40 Developing my understanding in a less judgemental way | 42 understanding people better |
| 29 Learning to interact and handle new situations | 37 having fun | 44 Developing empathy for other perspectives | |
| 33 learning skills in analysis | 45 learn about social, political and cultural conditions | | |
| 34 learning skills in evaluation | | | |

Appendix 50-Crib sheet for factor 1, Q study 1 (after Watts and Stenner, 2012)
Factor Interpretation Crib Sheet for Factor 1 (first trawl)

Items Ranked at +5

- 27 adding to my CV-for future employment (+5)
- 42 understanding people better (+5)

Items Ranked Higher in Factor 1 Array than in Other Factor Arrays

- 3 learning organisational skills (+1)
- 4 sharing ideas and tasks with others (+3)
- 5 learning how to manage my time more effectively (+1)
- 8 learning project management skills (+2)
- 26 getting to meet new people – both adults and peers - which can be an enjoyable experience (+2)
- 31 building new relationships with peers and adults in the community which could assist future opportunities (+3)
- 37 having fun (+3)
- 40 developing my understanding in a less judgemental way (+4)
- 44 developing empathy for other perspectives

Items Ranked Lower in Factor 1 Array than in Other Factor Arrays

- 7 increasing my confidence (-3)
- 9 increasing my ethical awareness (-2)
- 10 sharpening my critical thinking skills (-3)
- 11 improving my problem solving ability (0)
- 12 becoming a more effective communicator (0)
- 13 becoming a more independent learner (-1)
- 15 making an original and valued contribution to knowledge (-2)
- 17 becoming more able to speak to people I don't know (-3)
- 18 having a stronger sense of identity (-4)
- 19 learning more about research methodology (+1)
- 30 gaining an increased social responsibility (-2)
- 43 learning how to make decisions with others (0)

Items Ranked at -5

- 6 having my self-esteem and sense of worth raised (-5)
- 46 gaining a sense of empowerment (-5)

Additional Items to be Included in Factor 1 Crib Sheet (Second trawl)

Look for other items, highly ranked and not yet included or potentially useful to the wider viewpoint.

| No.statement | statement | ranking |
|---|-----------|---------|
| (Note as to why statement is chosen/included) | | |

Other Possible Items?

(These items might be useful support for an idea/hunch regarding the overall interpretation of the factor)

(maximising future opportunities)

25 gaining an experience which may be life enhancing (25: +4)

(improving group work skills)

1 working and learning as part of a team (1: +1)

38 being better at working in a group (38: +1)

(has some useful social skills already)

35 meeting people (35: 0)

36 making friends (36: 0)

20 social networking (20: -4)

28 interviewing (28: -4)

(other)

21 having an opportunity to write or co-author a research report (21: -2)

22 the opportunity to make more of a contribution to my community (22: -3)

23 gaining recognition for making a contribution (23: -1)

24 active citizenship (24: -1)

29 learning to interact and handle new situations (29: +2)

32 exploring my identity in a new role as a researcher (32: -2)

41 learning more about community issues (41: -1)

39 items used

Appendix 51-Distinguishing Statements for Factors, Q study 1 (showing factor Q sort values)

Factor 1

| No. of statement | Statement | Factors | | | | |
|------------------|---|---------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 42 | understanding people better | 5 | 3 | 2 | 0 | 1 |
| 45 | learn about social, political and cultural conditions | 3 | -1 | -2 | 0 | -3 |
| 4 | sharing ideas and tasks with others | 3 | 1 | 0 | -2 | -2 |
| 5 | learning how to manage my time more effectively | 1 | -3 | -1 | -2 | -1 |
| 10 | sharpening my critical thinking skills | -3 | -1 | 1 | -1 | 1 |

Factor 2

| No. of statement | Statement | Factors | | | | |
|------------------|--|---------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 17 | becoming more able to speak to people I don't know | -3 | 5 | -1 | -3 | 4 |
| 7 | increasing my confidence | -3 | 5 | 0 | 1 | -1 |
| 29 | learning to interact and handle new situations | 2 | 4 | 1 | -1 | 1 |
| 13 | becoming a more independent learner | -1 | 2 | -1 | 0 | -1 |
| 6 | having my self-esteem and sense of worth raised | -5 | 1 | -4 | -4 | -5 |
| 2 | acquiring and applying research skills to subject learning | 1 | -1 | 4 | 2 | 1 |
| 40 | developing my understanding in a less judgemental way | 4 | -3 | 4 | 1 | 1 |

Factor 3

| No. of statement | Statement | Factors | | | | |
|------------------|--|---------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 19 | learning more about research methodology | 1 | 3 | 5 | 4 | 3 |

| | | | | | | |
|----|---|----|----|----|----|----|
| 2 | acquiring and applying research skills to subject learning | 1 | -1 | 4 | 2 | 1 |
| 39 | improving my listening skills | 0 | -1 | 2 | -2 | -2 |
| 25 | gaining an experience which may be life enhancing | 4 | 4 | 1 | 5 | 5 |
| 17 | becoming more able to speak to people I don't know | -3 | 5 | -1 | -3 | 4 |
| 31 | building new relationships with peers and adults in the community | 3 | 2 | -2 | 2 | 2 |

Factor 4

| No. of statement | Statement | Factors | | | | |
|------------------|---|---------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 14 | participating more in other issues affecting young people | 0 | 0 | 0 | 4 | -2 |
| 15 | making an original and valued contribution to knowledge | -2 | 0 | 2 | 3 | 0 |
| 47 | believing that my views matter and that I can affect change | -1 | 0 | -3 | 3 | -3 |
| 16 | contributing to research which is owned locally (ie completed in Sheffield) | -1 | -4 | -2 | 2 | -1 |
| 22 | the opportunity to make more of a contribution to my community | -3 | -2 | -4 | 1 | -3 |
| 36 | Making friends | 0 | -4 | -2 | -4 | 0 |
| 37 | Having fun | 3 | -1 | 0 | -5 | 3 |
| 20 | Social networking | -4 | -3 | -3 | -5 | -3 |

Factor 5

| No. of statement | Statement | Factors | | | | |
|------------------|--|---------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 35 | Meeting people | 0 | 1 | -3 | -3 | 4 |
| 17 | Becoming more able to speak to people I don't know | -3 | 5 | -1 | -3 | 4 |
| 28 | Interviewing | -4 | -5 | -1 | 0 | 3 |
| 46 | Gaining a sense of empowerment | -5 | -5 | -5 | -4 | -2 |
| 3 | Learning organizational skills | 1 | 0 | -1 | 0 | -4 |

Consensus statements

| No. of statement | Statement | Factors | | | | |
|------------------|--|---------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 34 | Learning skills in evaluation | 2 | 1 | 4 | 3 | 4 |
| 43 | Learning how to make decisions with others | 0 | 1 | 0 | 2 | 0 |

Appendix 52-First interpretation of Factor 1, Q study 1

Factor 1 has an Eigenvalue of 6.10 and explains 11% of the study variance. 7 participants are significantly associated with this factor, 3 males and 4 females.

'Getting on with and understanding other people'

A holder of this viewpoint does not see the benefits of their involvement as a way of making an original and valued contribution to knowledge (15: -2). They are also not particularly interested in sharpening their critical thinking skills (10: -3), increasing their ethical awareness (9: -2) or becoming a more independent learner (13: -1). They don't particularly see benefits of the project in terms of gaining recognition (23: -1) or as providing an opportunity to write or co-author a research report (21: -2) and learning more about research methodology (19: +1) is not as important to this viewpoint as it is to the others. They don't particularly wish to explore their identity in a new role as a researcher (32: -2).

They are not seeking a stronger sense of identity (18: -4) or aiming to gain a sense of empowerment (46: -5), to increase their confidence (7: -3), improve their problem-solving ability (11: 0), learn how to make decisions with others (43: 0) or to become a more effective communicator (12: 0). They don't particularly see the project as a way of making friends (36: 0). They are able to speak to people they don't know (17: -3), interviewing is not important (28: -4) and they don't want to use the project to network socially (20: -4), or identify gains in terms of meeting people (35: 0). They don't see a need to raise their self-esteem and sense of worth (6: -5).

Some of the benefits to becoming involved in the project are seen by the F1 viewpoint as learning to manage time more effectively (5: +1), learning organisational (3: +1) and project management skills (8: +2) and they see the benefit of sharing ideas and tasks with others (4: +3) and working and learning as part of a team (1: +1). They identify benefits related to learning about social, political and cultural conditions (45: +3) although it is not because they wish to gain increased social responsibility (30: -2) and they are not particularly drawn by wanting to contribute more to their community (22: -3) or by the opportunity to learn more about community issues (41: -1) and active citizenship (24: -1).

More importantly, they see that this project could lead to having fun (37: +3) and recognise that they might gain an experience which may be life enhancing (25: +4) as well as add to their CV (27: +5). They identify the project as providing benefits in getting to meet new people—both adults and peers (26: +2) and there is also a sense in which building new relationships with peers and adults in the community could assist future opportunities (31: +3). They think that the project might enable them to be better at working in a group (38: +1) and help them to learn to interact and handle new situations (29: +2). They are keen to develop empathy for other perspectives (44: +4) and develop their understanding in a less judgemental way (40: +4) so as to understand people better (42: +5).

Appendix 53-Summaries of interpretation of Factors (Q study1)

Factor 1

'Getting on with and understanding other people'

A holder of this viewpoint does not see the benefits of their involvement as a way of making an original and valued contribution to knowledge. They are also not particularly interested in sharpening their critical thinking skills, increasing their ethical awareness or becoming a more independent learner. They don't particularly see benefits of the project in terms of providing an opportunity to write or co-author a research report. Learning more about research methodology is not as important to this viewpoint as it is to the others.

They are not seeking a stronger sense of identity or aiming to gain a sense of empowerment, to increase their confidence, improve their problem-solving ability, learn how to make decisions with others or to become a more effective communicator. They are able to speak to people they don't know and don't see a need to raise their self-esteem and sense of worth.

Some of the benefits to becoming involved in the project are seen by the F1 viewpoint as learning to manage time more effectively, learning organisational and project management skills and they see the benefit of sharing ideas and tasks with others.

More importantly, they see that this project could lead to having fun. They identify the project as providing benefits in getting to meet new people—both adults and peers and there is also a sense in which building new relationships with peers and adults in the community could assist future opportunities. They identify benefits related to learning about social, political and cultural conditions, are keen to develop empathy for other perspectives and develop a better understanding of people, in a less judgemental way.

Factor 2

'Wanting to get out of my shell a bit more'

Holders of this viewpoint do not see benefits related to managing their time more effectively, in improving their problem-solving ability or in acquiring and applying research skills to subject learning. Neither do they see the importance of contributing to research which is owned locally (ie completed in Sheffield), wish to learn skills in analysis or seek an opportunity to write or co-author a research report.

People with this viewpoint are definitely not expecting to gain a sense of empowerment from the project and interviewing is of little interest to them either. They do not see the project benefitting them as a way of making friends or of developing their understanding in a less judgemental way.

People holding this viewpoint see benefits in working and learning as part of a team and believe that involvement in the project could help them to be better at working in a group, although they are also interested in becoming a more independent learner. They see a benefit to gaining an increased social responsibility.

In contrast with the other viewpoints, they feel that the project may contribute to their self-esteem and sense of worth being raised and, more than other viewpoints, benefit by having a stronger sense of identity. They see the project providing benefits in becoming a more effective communicator. They are expecting to benefit by becoming more able to understand and speak to people they don't know, learn to interact and handle new situations and increase their confidence.

Factor 3

'I wanna be a (young) researcher'

The holder of this viewpoint does not see that the project provides any benefit in active citizenship, as providing an opportunity to make more of a contribution to their community, gain a sense of empowerment or to learn more about community issues. Social benefits (meeting people, making friends) are not particularly important either. This young person does not believe strongly that their involvement would enable them to learn project management skills, learn how to make decisions with others or become a more independent learner.

In contrast to other viewpoints, the holder of this viewpoint does not see that they would particularly gain an experience which may be life enhancing, build new relationships with peers and adults in the community which could assist future opportunities or even believe that their own views matter and that they can effect change. They are more interested than some of the other young people in gaining recognition for making a contribution.

Compared with others, this viewpoint agrees strongly that the project offers opportunities to learn more about research methodology, improve their problem solving ability, learn skills in analysis and evaluation and develop their understanding in a less judgemental way. Also important is increasing ethical awareness and sharpening critical thinking skills. Much more importantly, this young person is keen to explore their identity in a new role as a researcher and agrees that

getting involved means that they may have an opportunity to write or co-author a research report. Other benefits include improving their listening skills, becoming a more effective communicator and being able to acquire and apply research skills to subject learning. This young person recognises the research-related gains that getting involved may provide and the possibility of making an original and valued contribution to knowledge.

Factor 4

'Young researcher' with a local community focus

Young people with this viewpoint do not see the project as providing social benefits from meeting people or understanding them better or making friends. In fact, social networking and having fun are not benefits that they see the project providing at all. Neither do they agree that working and learning as part of a team, being better at working in a group, improving their listening skills, learning to interact and handle new situations or sharing ideas and tasks with others convey benefits. They are not drawn by becoming more able to speak to people they don't know or developing empathy for other perspectives.

Agreeing that getting involved could benefit them by learning skills in analysis, learning project management skills, becoming a more effective communicator and learning how to make decisions with others, they believe that their views matter and that they can effect change.

The holder of this viewpoint sees the project as providing an opportunity to contribute to research which is owned locally (ie completed in Sheffield). They recognise an opportunity to make more of a contribution to their community, to some extent, to learn about social, political and cultural conditions and promote active citizenship.

Whilst they indicate an interest in research, hoping that the project will enable them to learn more about research methodology for instance, holders of this viewpoint do not see benefit in simply exploring their identity in a new role as a researcher as they are more interested in increasing their participation in other issues affecting young people and in making an original and valued contribution to knowledge.

Factor 5

The 'social' researcher (using social and research skills together)

More than others, holders of this viewpoint believe that the project may help them to learn more about community issues, although they are not drawn by the project's potential to learn about

social, political and cultural conditions, participating more in other issues affecting young people and certainly not by the idea of active citizenship. They do not believe that their views particularly matter and that they can effect change and are not seeking to gain recognition for making a contribution. Although wishing to learn more about research methodology they are not looking for the project to provide an opportunity to increase their ethical awareness or to promote other areas such as organisational or project management skills, improving listening skills, improving their problem solving ability or becoming a more independent learner. They do not feel drawn to opportunities to share ideas and tasks or in learning how to make decisions with others. Neither do they see the project as a way of them having a stronger sense of identity or as having their self-esteem and sense of worth raised.

The holder of this viewpoint sees benefits from taking part in the project in terms of meeting people, making friends and having fun. All in all, they have a strong sense that they could gain an experience which may be life enhancing. They believe that specific research skills might be promoted, including critical thinking skills, interviewing and learning skills in evaluation. They feel that the project could provide an opportunity to write or co-author a research report, explore their identity in a new role as a researcher and, more than the other viewpoints, gain a sense of empowerment. They see the project as enabling them to become a more effective communicator and being more able to speak to people they don't know.

Appendix 54-email sent to participants in benefits study

Dear student, I am writing as promised with a follow up to the study that you kindly took part in. You expressed interest in a brief report and this email explains how you can obtain this. Of course, it's ok if you've changed your mind and no longer wish to have a report, in which case don't reply to this message.

You might remember spending some time sorting statements using a grid? All of the statements were about the possible benefits of working as a young researcher. I have now analysed the data by comparing the sort that you completed, with everyone else's. There was a total of 29 participants, all A level students. I have attached a document which interprets the data and describes the five viewpoints that I think exist across the 29 participants. If you are interested in a brief report, then please have a look at the descriptions of the viewpoints and decide which one you think is most like your view. I'm doing this as part of my methodology is to understand how accurately I've been able to describe each of the viewpoints.

Once you've read each of the viewpoints, please reply to this email stating which viewpoint you think is yours. For instance you might reply with 'viewpoint 2' or you might write 'none of these' or, 'a combination of 1 and 4'. If you want to write comments as well on the viewpoints then that would be helpful, but you don't have to. Once I've heard from you I will then send you a brief report which will include my analysis of which viewpoint I think you demonstrated. It will be very helpful for you to tell me which viewpoint you think is yours. However, if you would rather not tell me, but would like the report anyway, then that's also ok.

I hope this makes sense! Many thanks,

Martin

Appendix 55-Age and gender of all participants (Q studies 2 and 3)

| Age | Frequency | M | F | Unknown gender | Gp-1, mixed ages, 1M, 2F 2F 2M |
|------------|------------------|----------|----------|-----------------------|---|
| 13 | 3 | 1 | 2 | | |
| 14 | 4 | 3 | 1 | | 1 |
| 15 | 1 | 1 | | | 1 |
| 16 | 2 | 2 | | | |
| 17 | 6 | 3 | 3 | | |
| 18 | 9 | 3 | 6 | | |
| 19 | 1 | 1 | | | |
| 20 | 1 | | 1 | | 1 |
| 21 | 3 | | 3 | | |
| 22 | | | | | |
| 23 | 1 | 1 | | | |
| 24-30 | 2 | | 2 | | |
| 31-35 | 3 | 1 | 2 | | |
| 36-40 | 1 | | 1 | | |
| 41-50 | 3 | 2 | 1 | | |
| 51-60 | 6 | 3 | 3 | | |
| 61+ | 2 | 1 | 1 | | |
| ADULT | 17 | 5 | 10 | | |
| Totals | 68 | 27 | 37 | 1 | 3 |

Appendix 56-Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 1, Benefits)

| No. | Statement | No. | Factor Arrays | | | | |
|-----|--|-----|---------------|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 |
| 18 | 18 having a stronger sense of identity | 18 | -4 | -2 | -3 | -3 | -4 |
| 34 | 34 learning skills in evaluation | 34 | 2 | 1 | 4 | 3 | 4 |
| 43 | 43 learning how to make decisions with others | 43 | 0 | 1 | 0 | 2 | 0 |
| 27 | 27 adding to my CV-for future employment | 27 | 5 | 4 | 5 | 5 | 5 |
| 12 | 12 becoming a more effective communicator | 12 | 0 | 3 | 3 | 3 | 1 |
| 11 | 11 improving my problem solving ability | 11 | 0 | 0 | 3 | 1 | 0 |
| 38 | 38 being better at working in a group | 38 | 1 | 2 | 1 | -1 | 0 |
| 13 | 13 becoming a more independent learner | 13 | -1 | 2 | -1 | 0 | -1 |
| 30 | 30 gaining an increased social responsibility | 30 | -2 | 2 | 0 | -1 | -1 |
| 10 | 10 sharpening my critical thinking skills | 10 | -3 | -1 | 1 | -1 | 1 |
| 20 | 20 social networking | 20 | -4 | -3 | -3 | -5 | -3 |
| 33 | 33 learning skills in analysis | 33 | 2 | 0 | 3 | 4 | 2 |
| 41 | 41 learning more about community issues | 41 | -1 | -2 | -4 | -1 | 0 |
| 5 | 5 learning how to manage my time more effectively | 5 | 1 | -3 | -1 | -2 | -1 |
| 19 | 19 learning more about research methodology | 19 | 1 | 3 | 5 | 4 | 3 |
| 8 | 8 learning project management skills | 8 | 2 | 1 | -1 | 2 | -1 |
| 1 | 1 working and learning as part of a team | 1 | 1 | 3 | 0 | -1 | 2 |
| 22 | 22 the opportunity to make more of a contribution to my comm | 22 | -3 | -2 | -4 | 1 | -3 |
| 39 | 39 improving my listening skills | 39 | 0 | -1 | 2 | -2 | -2 |
| 31 | 31 building new relationships with peers and adults in the c | 31 | 3 | 2 | -2 | 2 | 2 |
| 23 | 23 gaining recognition for making a contribution | 23 | -1 | -2 | 1 | 0 | -4 |
| 3 | 3 learning organisational skills | 3 | 1 | 0 | -1 | 0 | -4 |
| 46 | 46 gaining a sense of empowerment | 46 | -5 | -5 | -5 | -4 | -2 |
| 15 | 15 making an original and valued contribution to knowledge | 15 | -2 | 0 | 2 | 3 | 0 |
| 9 | 9 increasing my ethical awareness | 9 | -2 | -1 | 2 | 1 | -2 |
| 42 | 42 understanding people better | 42 | 5 | 3 | 2 | 0 | 1 |
| 25 | 25 gaining an experience which may be life enhancing | 25 | 4 | 4 | 1 | 5 | 5 |
| 2 | 2 acquiring and applying research skills to subject learning | 2 | 1 | -1 | 4 | 2 | 1 |
| 4 | 4 sharing ideas and tasks with others | 4 | 3 | 1 | 0 | -2 | -2 |
| 44 | 44 developing empathy for other perspectives | 44 | 4 | 0 | 2 | -2 | 0 |
| 14 | 14 participating more in other issues affecting young people | 14 | 0 | 0 | 0 | 4 | -2 |
| 29 | 29 learning to interact and handle new situations | 29 | 2 | 4 | 1 | -1 | 1 |
| 24 | 24 active citizenship | 24 | -1 | -4 | -5 | 0 | -5 |
| 26 | 26 getting to meet new people - both adults and peers - whic | 26 | 2 | 2 | -2 | -2 | 2 |
| 16 | 16 contributing to research which is owned locally (ie compl | 16 | -1 | -4 | -2 | 2 | -1 |

| | | | | | | | |
|----|--|----|----|----|----|----|----|
| 36 | 36 making friends | 36 | 0 | -4 | -2 | -4 | 0 |
| 45 | 45 learn about social, political and cultural conditions | 45 | 3 | -1 | -2 | 0 | -3 |
| 21 | 21 having an opportunity to write or co-author a research r | 21 | -2 | -3 | 1 | 1 | 2 |
| 47 | 47 believing that my views matter and that I can effect chan | 47 | -1 | 0 | -3 | 3 | -3 |
| 6 | 6 having my self-esteem and sense of worth raised | 6 | -5 | 1 | -4 | -4 | -5 |
| 32 | 32 exploring my identity in a new role as a researcher | 32 | -2 | -2 | 3 | -3 | 3 |
| 40 | 40 developing my understanding in a less judgemental way | 40 | 4 | -3 | 4 | 1 | 1 |
| 35 | 35 meeting people | 35 | 0 | 1 | -3 | -3 | 4 |
| 7 | 7 increasing my confidence | 7 | -3 | 5 | 0 | 1 | -1 |
| 28 | 28 interviewing | 28 | -4 | -5 | -1 | 0 | 3 |
| 37 | 37 having fun | 37 | 3 | -1 | 0 | -5 | 3 |
| 17 | 17 becoming more able to speak to people I don't know | 17 | -3 | 5 | -1 | -3 | 4 |

Appendix 57-Factor matrix (Q study 2), x indicates a defining sort

By-factor loadings of participant Q sorts. Loadings marked in **bold** and with a **X** indicate a statistically significant loading at $p < 0.01$ (in this case a factor loading of 0.41 or above, raised from 0.01 significance of 0.34). Loadings **italicised** indicate significance at $p < 0.05$ (loading of 0.255 or above) for participants not loading at 0.41 or above and where this lower level of significance is related to not more than one factor.

| Factor Matrix with an X Indicating a Defining Sort | | | | |
|--|----------------|----------------|-----------------|----------------|
| | Loadings | | | |
| QSORT | 1 | 2 | 3 | 4 |
| 1 Liz | 0.2829 | 0.5977X | -0.1789 | 0.3290 |
| 2 Rhianan | 0.0243 | 0.6592X | 0.0210 | -0.0437 |
| 3 Stuart | 0.3886 | 0.6010X | 0.0378 | 0.1205 |
| 4 Oliver | 0.5147X | 0.2495 | 0.0213 | 0.0877 |
| 5 Brad | -0.0695 | 0.6437X | 0.0635 | 0.0667 |
| 6 Caitlin | 0.0755 | 0.6233X | 0.0784 | 0.2886 |
| 7 Emmal | 0.5672X | 0.2636 | -0.2413 | 0.3965 |
| 8 Rachael | 0.4029 | 0.0721 | -0.1161 | 0.5212X |
| 9 Chelsea | 0.4107X | -0.0961 | 0.0346 | -0.1012 |
| 10 Julia | 0.2121 | 0.0600 | 0.4939X | -0.1851 |
| 11 Christian | 0.2746 | 0.3155 | -0.1884 | 0.3608 |
| 12 Sam | 0.0647 | 0.4333X | -0.0062 | 0.4004 |
| 13 Harry | 0.2080 | 0.6751X | -0.2054 | 0.1485 |
| 14 AAA | 0.4409X | 0.1442 | 0.0679 | 0.3922 |
| 15 Kerry | 0.0604 | 0.1237 | -0.3046 | 0.5564X |
| 16 Zachary | 0.2513 | 0.3937 | 0.0865 | 0.2243 |
| 17 LZ | 0.0920 | 0.6686X | -0.2022 | 0.0831 |
| 18 Nadia | 0.6509X | 0.3594 | -0.2278 | 0.2836 |
| 19 Emma3 | 0.4063X | 0.0510 | 0.1494 | 0.3177 |
| 20 Lucy | 0.1103 | -0.0544 | -0.0992 | -0.2733 |
| 21 Sarah | 0.3186 | 0.1787 | 0.2814 | 0.0393 |
| 22 Avneath | 0.6009X | -0.0244 | 0.0551 | -0.0155 |
| 23 Aaron | -0.0984 | 0.0809 | -0.2201 | -0.1080 |
| 24 Joshua | 0.0527 | 0.5008X | 0.1513 | 0.3419 |
| 25 Charlotte | 0.3749 | 0.3570 | 0.1895 | 0.4404X |
| 26 Azam | 0.4063X | 0.1076 | 0.1165 | 0.2336 |
| 27 Daniel | 0.1855 | 0.0208 | -0.0455 | 0.7151X |
| 28 Chloe | 0.3594 | 0.1469 | 0.1397 | 0.3564 |
| 29 Young Taffs | 0.2210 | 0.4033 | 0.2973 | 0.4768X |
| 30 Zac7 | -0.0773 | -0.0553 | 0.0064 | -0.0469 |
| 31 A and S | 0.1929 | 0.1826 | -0.4236X | -0.0941 |
| 32 Md and Hass | 0.2514 | 0.0309 | 0.0263 | 0.3644 |
| 33 Lauren | -0.0139 | -0.1953 | 0.0688 | 0.1288 |
| 34 Kyle | 0.4075X | 0.0711 | -0.1998 | 0.1659 |
| Variance | 10% | 13% | 4% | 9% |
| Eigen Values | 3.4 | 4.42 | 1.36 | 3.06 |

Appendix 58-Factor descriptions sent to adult participants

Factor 1

'Young people involved as 'experts' on discrete areas, led by adults'

The holder of this viewpoint believes that the adults were fairly directive as they protected the young people from risks by the adults, were needed so as to make sure that the project stayed on track and needed to give support in order for the young people to keep taking part, so that, to some extent, the young people felt under pressure to complete the project. For adults with this viewpoint there was weak agreement that the young people were able to learn how more experienced people work. Being trusted by adults was less important as was being respected as an equal, valid member of the team. The F1 viewpoint feels less strongly that the young people found that power-sharing (or democracy) between adults and young people in research was possible or that they had an equal but different contribution to make to the research process. Adults holding this viewpoint did not think that the young people obtained resources (time, money, expertise) in support of the project. Neither did they take responsibility for sorting out the ethical issues in the research or identify the benefits of the research in order to decide if the research was worthwhile.

Holders of this viewpoint did not believe that the young people were consulted about all of the key decisions, made some really important decisions or dealt with problems, criticisms and complaints when they arose in the project and compared to the other viewpoints, believe that the young people had fewer opportunities to express their views about the research. Holders of this viewpoint tended to disagree that young people felt that adults made the limitations and possibilities very clear so that the young people understood what they were being allowed to decide. Whilst still disagreeing, they agreed more than the other viewpoints that the young people found that it was clear that the adults felt that they knew best. They disagreed that the young people found that changes to the research process were made as a result of what they said or were given the opportunity to take on additional responsibilities although they do not believe that the young people experienced frustration over the limits which were placed on them by the adults.

Although there was not strong agreement that the young people found that the project resulted in something changing, the end product seems to be important for the holder of the F1 viewpoint who believes that the young people feedback the results to influential people, found that their results were taken seriously by adult audiences once the

research was completed and contributed to research which was just as publishable as research done by adults only.

Far from seeing the young people's involvement as tokenistic (eg superficial, insignificant, unimportant), they were much more than assistants to the adults and in fact were regarded as the experts – they knew what young people are like. More than the other viewpoints, the F1 viewpoint believes that the young people were working on issues that were of relevance to the young people themselves, disagreeing slightly less than the other viewpoints that the young people got involved for the good of the community. There was some agreement that although they did not come up with the idea for research, the young people working with adults on research projects often surprised and impressed adults, deciding on research questions, being involved at the data analysis stage (when the information collected was looked at in order to come up with results) and making decisions about how research findings were communicated (through written reports, by presentations etc).

To **summarise**, this viewpoint sees that the involvement of young people in research is led by adults who hold the power, get the resources and identify the benefits of the research. Young people have little chance to express their views, have limited decision-making opportunities or responsibilities and not much influence generally, although this does not seem to detract from them getting on well with the adults and enjoying the project. Young people feedback the results which audiences take seriously. Young people become involved because they know about the issues affecting them. They get more involved with discrete aspects such as deciding on research questions, data collection and analysis.

Factor 2

'Young people have limited influence-frustrating, but leading to research benefits'

The holder of the F2 viewpoint believes that the young people did not come up with the idea for research, work on issues which were of relevance to the young people themselves or decide on research questions although they did identify the benefits of the research in order to decide if the research was worthwhile. Young people did not get hold of resources (time, money, expertise) in support of the project, but they did take responsibility for sorting out the ethical issues in the research and, more than the other viewpoints (although still disagreeing) young people were viewed as having dealt with problems, criticisms and complaints when they arose in the project. They took

responsibility for data collection but did not generally get involved at the data analysis stage (when the information collected was looked at in order to come up with results).

This viewpoint believes that although the young people found that adults made the limitations and possibilities very clear so that they understood what they were being allowed to decide, more than the other viewpoints, they experienced frustration over the limits which were placed on them by the adults, felt that their involvement was tokenistic (eg superficial, insignificant, unimportant) and felt less included in the process, although they were respected as an equal, valid member of the team. Young people did not usually make really important decisions and were not generally consulted about all of the key decisions.

Although they did not particularly feel under pressure to complete the project, adults with this viewpoint feel that the young people tended to need support from them in order to keep taking part and needed the adults to make sure that the project stayed on track.

Compared with other viewpoints, there is a suggestion that the F2 viewpoint believes that, perhaps to start with, the young people did not have a lot of responsibility, but were given the opportunity to take on additional responsibilities. At odds with this perhaps is the belief that the young people knew enough to work with adults in research in this way and understood what was going on.

The F2 adult viewpoint believes that the young people tended not to make decisions about how research findings were communicated (through written reports, by presentations etc), did not see a final published report of their work, did not feedback the results to influential people, found that their results were not taken seriously by adult audiences once the research was completed and found that the project did not result in something changing. They did not have a say on what action was to follow from the research (eg implications for policy, things changing as a result of the research findings). The holder of this viewpoint believes that the young people were able to learn how more experienced people work and experienced a different way of adults and young people learning together but were considered more like assistants to the adults. To a small extent young people found that changes to the research process were made as a result of what they said but did not find that their involvement led to them developing a greater ability to influence or act upon things (more power) and found that adults were not particularly willing to adopt a learner role.

Although they were not particularly regarded as the experts on knowing what young people were like, the young people were valuable in offering and sharing new ideas, often surprised and impressed adults and contributed to research which was just as good as research done by adults only, helping to produce better outcomes than work produced by adults alone. The F2 viewpoint agreed more that the young people challenged the idea of an expert adult researcher studying young people as research 'objects'.

This viewpoint can be **summarised** as follows. Young people had a limited contribution in terms of being stakeholders. They had defined areas of responsibility (eg data collection) and did not really make important decisions, experiencing frustration over the limits placed on them by the adults. Adults saw them as equal members of the team but felt the need to support their continued participation. Young people understood what was going on and knew enough to work as young researchers. They had little influence over the final research product or how it was used. Although they were more like assistants, young people were able to gain from this by experiencing a different kind of relationship with adults. Their ideas were valued by adults who felt that the research benefited as a result.

Factor 3

'Young people as equals, sharing power, influencing change'

The holder of the F3 viewpoint feels strongly that in their experience the young people were consulted about all of the key decisions. Young people did not get hold of resources (time, money, expertise) in support of the project (although they seem to be viewed as having done this more compared with the other two viewpoints) or have a say in how money involved with the project was to be used. Neither did they take sole responsibility for sorting out the ethical issues in the research or for data collection, but, more so than the other viewpoints they were seen as coming up with the idea for research, deciding on research questions and were involved at the data analysis stage (when the information collected was looked at in order to come up with results). The young people made some really important decisions, including how research findings were communicated (through written reports, by presentations etc) and, had more responsibility than was believed by the F2 viewpoint.

The adult with this viewpoint does not believe that young people needed support from adults in order to keep taking part or to ensure that the project stayed on track and

certainly not that the young people felt under pressure to complete the project as young people were respected as equal, valid members of the team, felt included in the process and were much more than just assistants to the adults. In fact, this adult viewpoint agrees more strongly than the other two that adults were willing to adopt a learner role and that the young people identified issues and researched them, with *adults* in the role of research assistants.

From this viewpoint, young people had opportunities to express their views about the research, found that changes to the research process were made as a result of what they said and had a say on what action was to follow from the research (eg implications for policy, things changing as a result of the research findings). The young people saw a final published report of their work and found that the project resulted in something changing.

The F3 adult viewpoint believes that young people found that power-sharing (or democracy) between adults and young people in research was possible and disagrees that young people weren't bothered about having equal power with adults in the research and just wanted to be able to have a say. The importance of power to this viewpoint seems to suggest that some of the other issues were viewed somewhat tokenistically. Hence, young people were not viewed as being included in projects because they helped adult researchers to learn and understand about the experiences of children or because they were better than adults at getting responses from other young people. Similarly, there was less agreement from the F3 viewpoint, that young people offered insights that adults might have misinterpreted or not seen. The adult holding this viewpoint disagrees with the idea that young people understood what they were being allowed to decide-presumably as this would imply that the adults were *allowing* them to have decision-making power, a view counter to the F3 viewpoint. Supportive of this is that the young people did not, in the eyes of the F3 adult, experience frustration over the limits which were placed on them by the adults-again, presumably because limits were *not* placed by the adults. The F3 viewpoint disagrees that young people contributed to research which was just as good as research done by adults only. This suggests, not that the experience of joint research between adults and young people is inferior, but seems to question why it might be so-why would young people be viewed as being less than competent? As equality between adults and young people is valued, young people were not viewed as often surprising and impressing adults, as having understood what was going on or as having been able to learn how more experienced people work. The F3 viewpoint disagreed the most with the idea that

young people found that it was clear that the adults felt that they knew best. This viewpoint agrees less than the other viewpoints that young people were valuable in offering and sharing new ideas as there is a sense in which young people were more like colleagues. Hence, this viewpoint feels that young people were not protected from risks by the adults. Whilst agreeing that the young people enjoyed their involvement with the project and got on well with the adults these aspects were given less emphasis than by the other two viewpoints. Thus, all of these points centre around a big issue (power) for the F3 viewpoint, supported further by strong disagreement that young people felt that their involvement was tokenistic (eg superficial, insignificant, unimportant).

This viewpoint can be **summarised** as follows. Young people made decisions and had responsibility. They were trusted by the adults, included and respected as equals. Young people expressed views which were listened to and led to change. For this viewpoint, power-sharing is an important issue where adults placed fewer limits on the participation of the young people, treating them more as colleagues where adults did not know best and young people were not involved on a tokenistic basis.

Appendix 59-email sent with factor descriptions for adult participants

I am writing as promised with a follow up to the study that you kindly took part in. For some participants, this was quite a while ago-my apologies for such a delay! I gathered data over a period of about one year and only finished this a few weeks ago. You expressed interest in a brief report and this email explains how you can obtain this. Of course, it's ok if you've changed your mind and no longer wish to have a report, in which case don't reply to this message.

You might remember spending some time sorting statements using a grid? All of the statements were about young people who work on research projects as young researchers. I have now analysed the data by comparing the sort that you completed, with everyone else's. There was a total of 34 adult participants. I have attached a document which interprets the data and describes the three viewpoints that I think exist across the 34 participants. If you are interested in a brief report, then please have a look at the descriptions of the viewpoints and decide which one you think is most like your view. I'm doing this as part of my methodology is to understand how accurately I've been able to describe each of the viewpoints. Please remember that you were asked to sort the statements according to your *experience* of young people's involvement in research. This means that the three viewpoints relate to this, rather than what the involvement of young people in research *could* or *should* be like. This is important, as you might find that one of the viewpoints is more attractive than the others. You should avoid feeling drawn to this and instead consider what your experience tells you about young researchers.

Once you've read each of the viewpoints, please reply to this email stating which viewpoint you think is yours. For instance you might reply with 'viewpoint 2' or you might write 'none of these' or, 'a combination of 1 and 2'. If you want to write comments as well on the viewpoints then that would be helpful, but you don't have to. Once I've heard from you I will then send you a brief report which will include my analysis of which viewpoint I think you demonstrated. It will be very helpful for you to tell me which viewpoint you think is yours. However, if you would rather not tell me, but would like the report anyway, then that's also ok.

I hope this makes sense! Many thanks,

Martin

Appendix 60-Participant's comments on the Q set

| Q set of 59 statements | Similar suggestions made by participants |
|---|---|
| 7 got hold of resources (time, money, expertise) in support of the project | were provided with all the time and resources required |
| 14 made decisions about how research findings were communicated (through written reports, by presentations etc) | involved in creating the output/final report were heavily involved in writing the report saw what the adult researcher has written and were able to comment and change it |
| 22 were involved at the data analysis stage (when the information collected was looked at in order to come up with results) | were heavily involved in the analysis found data analysis a difficult part of the process or young people enjoyed data collection more than data analysis |
| 36 found that their results were taken seriously by adult audiences once the research was completed | meant the findings had more emotional impact on decision-makers were recognised for their contribution by 'outsiders' to the research |
| 37 knew enough to work with adults in research in this way | nothing about understanding the research process...this is what is leading my thinking...as an academic we should be thinking about what is quality research |
| 45 found that the project resulted in something changing | in the place where we do our research people usually listen to our ideas and action them |
| 49 needed support from adults in order to keep taking part | yp need adults to help them had guidance to do the project, were able to ask questions, guidelines for the activity every time you met up support –would have liked more support and guidance |
| 55 felt that they were kept in the loop | did you experience a continual feedback loop? were you given feedback after the research |
| 58 got involved for the good of the community | wanted to make a difference for others not necessarily in their community |

No additions

nothing missing-pretty comprehensive;

nothing missing

none-quite different to earlier stage (had been part of expert group)

pretty much covered everything, well-written, understandable (eg tokenistic well-explained)

everything there really

comprehensive

No additions. Some not relevant, eg design. Funding and time-there wasn't any funding and there was a set deadline.

Hit it on head for me-from start to finish (reflecting on the entire research process?)

I didn't feel there were any statements missing but I did find that I agreed with most of the statements. There were only a small handful that I didn't agree with so there are some on the left that I really agree with but there was no room on the right... if that makes any sense.

'Embellishment'

empowerment really important...would have wanted...lower level of empowerment (might be) new skills, making people feel important realise what they can do themselves if put mind to it-self-development; get a reward/qualification

Observations

made me reflect on evaluation process of project I worked with, re 35-different outlook/perspective on research, YP perspective more in tune, added a depth to the research; i

some (statements) were controversial...could interpret in different ways...middle column...these have to be in place, equal but different-not the same project not yet finished so 56 less appropriate;

HEMadH2-I think, the projects are all different, sometimes A doesn't work, sometimes B, so it's always an effort on all lines and levels/dimensions of such work (the political aspect/question of power), the bottom up aspect/the authentic aspect (how close is the effort/the work/the idea to the interest of young people, how do they make this input themselves,....) a thousand questions which are difficult to answer in 59 statements :)

I would need more boxes over here (on right)

Note that I had in mind one specific current project which is not finished. Hence questions re reporting are made on that basis

there are many different ways in which children can participate in research

children's participation can be meaningful and worthwhile even where adults are in charge of managing and carrying out the project

more participation by children in formal research decision-making does not necessarily produce better research. It depends on the context

time-would have been helpful if more time on project (only weekends and evenings...lots of appointments re refugee/asylum seeker status

Different research question

Increased their confidence

Increased their motivation to participate in other activities i.e. extracurricular/other research
wanted to continue being researchers
had a boost to their self esteem
had opportunities to travel, see new places, new experiences
future relationships with adults were positively impacted
language was a potential barrier
have adequate time and resources to complete the project
have difficulty getting time out of lessons to be involved in the research
the young people developed high level skills of analysis and critical thinking, problem-solving
they created their own knowledge about the social worlds they inhabit
the research led to me to develop an interest in what was being studied
Impact research had on young people themselves
help to gain access eg to schools
learned something important from the research
created or strengthened friendships through the research
felt better about themselves by participating in the research

Different but hard to use

young people found their involvement meaningful;
outcomes/value/importance/usefulness of activity/change....process/change (broad categories);
relationship with researcher..at times more than one adult-some characteristics/traits might make it easier to work with yp...how adults should be
good selection of people from different backgrounds
Groups of student researchers are representative of whole school populations
Student research is used to discipline teachers (through classroom observations etc.)
global statement to reflect that yp engage with different aspects of the process (ie differentially-with some aspects more than others)
check out the process all the way through (re feeling included, listened to)
have consultation about their rights within the research process
were praised for their contributions

Useful additions

use of time is acknowledged, young people willing to do it because can see value of it-to change-not for a voucher
it was more work than I thought it was going to be and took longer
I felt proud of what I had achieved
it didn't always go smoothly;
imagination expanded by this
everyone in the group understood what the core research values were (and signed up to it)
how were yp recruited (by other YP?)
young people were able to take part/having a say using 'appropriate' approaches
Enjoyed having responsibility and freedom to be creative (with research)
Young researchers have adequate access to research by people their own age

young people were free to choose
The young persons were given enough freedom
young people were happy with the final outcome
co-operated well as members of a team
weren't always sure about their role
did you feel exploited, overworked?
they very soon began to talk and act as researchers
did you find the researching easy
were involved in choosing research methods
were involved in designing research instruments
more adult involvement
Supported the young people through the research
Pointed us in the right direction
The young persons were given creative control
The young persons were focused enough
The adults were receptive to all our ideas
Training on research technique
Were they well prepared
wrote the final report together (and were part of published-authorship)

Appendix 61-Summaries of interpretation of Factors (Q study 2, Young People)

Factor 1

'Responsible, power-seeking, team members'

To summarise the F1 viewpoint, young people came up with the research idea. They were better at getting responses from other young people but were not sure that they knew enough to be researchers. They had little influence over how research was used and did not see that it led to things changing. They were regarded as equal team members, valued for offering new ideas and listened to when they did so. Young people had responsibility and did not need adults to keep them going. They were keen to have power.

Factor 2

'Happy to assist adults in their work'

The F2 viewpoint can be summarised as follows. Young people were not initially drawn to the research for the opportunity to work on issues important to them or their community and had very limited influence and decision-making. More than the other viewpoints, they had a narrowly defined area of responsibility which the adults were clear about, almost in the role of assistants to the adults who needed to support their continued participation in the project. They did not experience frustration about this position and felt included. The results that they contributed to were taken seriously and they saw a final report.

Factor 3

'Although young people's work in research gives it more status and leads to change it can be a hassle for them'

The summary of factor 3 is as follows. Young people did a lot of work on the project and had a say on what action was to follow from the research but did not feel that the end product was as good as research done by adults only and did not see a final report. They agree that they offered insights that adults might have misinterpreted or not seen, but were not regarded as the experts, not better than adults at getting responses from other young people or helping adult researchers learn and understand about the experiences of children. They did not enjoy their (more tokenistic) involvement as much as young people with other viewpoints as in addition to the work and hassle that they dealt with, they felt less included, under pressure to complete, did not understand what was going on or get on particularly well with the adults. Although they weren't bothered about having equal power with adults in the research, their experience was not of a

different way of adults and young people learning together and they did not find that power-sharing (or democracy) between adults and young people in research was possible.

Factor 3-

'A bit of power, not much responsibility, a bit of a laugh'

F3- can be summarised as follows. Young people came up with the idea for the research and had some power without too much responsibility. They had limited opportunities to express their views about the research and were little more than assistants, compared with other viewpoints, less trusted, less respected and needing adult support. Limitations were made clear to them by the adults who were unwilling to adopt a learner role and knew best. Although this was frustrating the young people saw a final report which was just as publishable as work done by adults only and although they did not influence how the research was used, it did lead to something changing.

Factor 4

'More than assistants, experts who gained a sense of power-sharing with adults'

The F4 viewpoint can be summarised as follows. Young people had limited decision-making opportunities. They were regarded as experts and did not feel that their involvement was tokenistic, where adults knew best. They were much more than assistants to the adults and at times, it seems that adults had an assistant role. Their contribution led to research which was just as good and publishable as that produced by adults working alone, although they were not involved with feeding results back at the dissemination stage. The project gave them a sense that power-sharing between adults and young people was possible and they experienced a different way of learning with adults.

Appendix 62-Factor matrix (Q study 3), x indicates a defining sort

By-factor loadings of participant Q sorts. Loadings marked in **bold** and with a **X** indicate a statistically significant loading at $p < 0.01$ (in this case a factor loading of 0.41 or above, raised from 0.01 significance of 0.34). Loadings **italicised** indicate significance at $p < 0.05$ (loading of 0.255 or above) for participants not loading at 0.41 or above and where this lower level of significance is related to not more than one factor.

Factor Matrix with an X Indicating a Defining Sort
Loadings

| QSORT | 1 | 2 | 3 |
|--------------|----------------|----------------|----------------|
| 1 HEM51L1 | 0.1391 | 0.7489X | -0.0595 |
| 2 HEFadH1 | 0.5883X | 0.2959 | 0.2308 |
| 3 HEMadM1 | 0.3731 | 0.1931 | 0.4316X |
| 4 HEM62H1 | 0.4689 | 0.4259 | -0.3209 |
| 5 HEF28M1 | 0.2717 | 0.5225X | 0.3426 |
| 6 HEM48H1 | 0.2575 | 0.4948X | -0.3874 |
| 7 HEF40H1 | 0.4824X | 0.3070 | 0.1129 |
| 8 STF54M1 | 0.6387X | 0.2421 | 0.2543 |
| 9 STFadL1 | 0.4321X | 0.2399 | 0.2173 |
| 10 ReFadL1 | 0.5889X | 0.3821 | -0.0884 |
| 11 ReF34M1 | 0.1610 | 0.0912 | 0.4058X |
| 12 HEM32H1 | 0.4813 | 0.5176 | -0.0315 |
| 13 HEF32H1 | 0.1340 | 0.6519X | 0.0122 |
| 14 STF51L1 | 0.3623 | 0.4956X | 0.3667 |
| 15 ReMadH1 | 0.5990X | 0.2065 | 0.3369 |
| 16 HEMadH1 | 0.2460 | -0.0440 | 0.5668X |
| 17 HEFadM1 | 0.1545 | 0.5275X | -0.0077 |
| 18 HEFadH2 | 0.3049 | 0.2274 | 0.5383X |
| 19 HEM47H1 | 0.0069 | 0.1080 | 0.7554X |
| 20 HEF29M1 | 0.5323X | -0.0547 | 0.1552 |
| 21 HEM56M1 | 0.3130 | 0.6096X | 0.2017 |
| 22 EPF48M1 | 0.4531X | 0.2712 | 0.3262 |
| 23 TAFadL1 | 0.5921 | 0.3519 | 0.4387 |
| 24 ReM66H1 | -0.0338 | 0.0744 | 0.7040X |
| 25 HEF53M1 | 0.4067X | 0.2490 | 0.3812 |
| 26 HEFadH3 | -0.0039 | 0.1399 | 0.5429X |
| 27 HEFadM2 | 0.3183 | 0.5582X | 0.1158 |
| 28 HEMadH2 | -0.0536 | 0.3152 | 0.5159X |
| 29 UA?M1 | 0.2844 | -0.0833 | 0.5226X |
| 30 HEM60H1 | 0.2200 | 0.1529 | 0.7360X |
| 31 ReFadH1 | 0.3618 | 0.0937 | 0.4640X |
| 32 ReFadM1 | 0.3356 | 0.3760 | 0.4339X |
| 33 O6MadM1 | 0.1673 | 0.3430 | 0.4325X |
| 34 STFadL2 | 0.0835 | 0.4056X | 0.1287 |
| Variance | 14 | 14 | 16 |
| Eigen Values | 4.76 | 4.76 | 5.44 |

Appendix 63-Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 2)

Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across normalized Factor Scores)

| No. | Statement | No. | Factor Arrays | | | |
|-----|--|-----|---------------|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 10 | identified the benefits of the research in order to decide i | 10 | 0 | 0 | 0 | 0 |
| 30 | helped to produce better outcomes than work produced by adul | 30 | 0 | 1 | 0 | 1 |
| 38 | often surprised and impressed adults | 38 | 0 | -1 | 0 | 0 |
| 17 | had opportunities to express their views about the research | 17 | 3 | 3 | 3 | 1 |
| 40 | were given the opportunity to take on additional responsibil | 40 | 2 | 1 | 0 | 0 |
| 48 | worked on issues which were of relevance to the young people | 48 | 3 | 1 | 3 | 2 |
| 11 | had a say in how money involved with the project was to be u | 11 | -3 | -4 | -4 | -4 |
| 34 | found that their involvement led to them developing a greate | 34 | 1 | -1 | 0 | -2 |
| 54 | feedback the results to influential people | 54 | 0 | 0 | 0 | -2 |
| 44 | were able to learn how more experienced people worked | 44 | -1 | 2 | -1 | 0 |
| 2 | helped adult researchers to learn and understand about the e | 2 | 1 | 1 | -1 | 1 |
| 31 | agreed with the idea of don't do research on us do it with u | 31 | 1 | 3 | 1 | 1 |
| 45 | found that the project resulted in something changing | 45 | 0 | -2 | -1 | -2 |
| 36 | found that their results were taken seriously by adult audie | 36 | 2 | 3 | 1 | -1 |
| 37 | knew enough to work with adults in research in this way | 37 | -2 | 2 | 1 | 1 |
| 42 | were respected as an equal valid member of the team | 42 | 5 | 3 | 2 | 3 |
| 23 | found that adults made the limitations and possibilities ver | 23 | -1 | 0 | -1 | -3 |
| 12 | decided on research questions | 12 | 0 | -1 | 2 | 1 |
| 21 | found that changes to the research process were made as a re | 21 | 2 | 0 | 1 | -1 |
| 14 | made decisions about how research findings were communicated | 14 | -1 | -3 | 0 | 0 |
| 33 | had an equal but different contribution to make to the resea | 33 | 1 | 0 | 2 | 4 |
| 35 | offered insights that adults might have misinterpreted or no | 35 | -1 | -1 | 3 | 0 |
| 22 | were involved at the data analysis stage when the info colle | 22 | -1 | -2 | 1 | 0 |
| 16 | were trusted by adults | 16 | 5 | 4 | 2 | 2 |
| 4 | experienced frustration over the limits which were placed on | 4 | -3 | -5 | -2 | -4 |
| 55 | felt that they were kept in the loop | 55 | 0 | -1 | 1 | 4 |
| 53 | were protected from risks by the adults | 53 | -2 | 2 | -3 | -1 |

| | | | | | | |
|----|--|----|----|----|----|----|
| 3 | were much more than just assistants to the adults | 3 | 4 | 0 | 2 | 5 |
| 56 | saw a final published report of their work | 56 | -2 | 2 | -3 | -1 |
| 47 | found that it was clear that the adults felt that they knew | 47 | -5 | -3 | -2 | -5 |
| 24 | found that power-sharing or democracy between adults and you | 24 | -1 | 0 | -2 | 2 |
| 58 | got involved for the good of the community | 58 | 1 | -4 | 1 | -1 |
| 39 | understood what was going on | 39 | 2 | 2 | -2 | 3 |
| 7 | got hold of resources (time money expertise) in support of t | 7 | -2 | -2 | 3 | 0 |
| 49 | needed support from adults in order to keep taking part | 49 | -4 | 0 | -1 | -2 |
| 46 | were valuable in offering and sharing new ideas | 46 | 3 | -1 | -1 | 1 |
| 26 | were better than adults at getting responses from other youn | 26 | 3 | 2 | -2 | -1 |
| 18 | identified issues and researched them with adults in the rol | 18 | -2 | -3 | 1 | 2 |
| 50 | found that adults were willing to adopt a learner role | 50 | -1 | -2 | 4 | 2 |
| 19 | were consulted about all of the key decisions | 19 | 2 | -3 | -1 | 2 |
| 59 | got on well with the adults | 59 | 1 | 5 | -1 | 1 |
| 5 | challenged the idea of an expert adult researcher studying y | 5 | -3 | 1 | 2 | -3 |
| 32 | were regarded as the experts they knew what young people wer | 32 | 1 | -2 | -3 | 3 |
| 43 | had a lot of responsibility | 43 | 4 | 2 | -2 | -2 |
| 27 | experienced a different way of adults and young people learn | 27 | -2 | 1 | -3 | 4 |
| 51 | contributed to research which was just as publishable as res | 51 | 0 | 1 | -4 | 3 |
| 41 | felt under pressure to complete the project | 41 | -4 | -2 | 1 | -4 |
| 29 | contributed to research which was just as good as research d | 29 | -2 | 1 | -2 | 5 |
| 6 | made some really important decisions | 6 | 3 | -1 | 5 | 0 |
| 13 | took responsibility for data collection | 13 | 2 | 4 | -3 | -2 |
| 9 | needed the adults to make sure that the project stayed on tr | 9 | -4 | 4 | 0 | -3 |
| 15 | had a say on what action was to follow from the research eg | 15 | -3 | -2 | 4 | -1 |
| 1 | took responsibility for sorting out the ethical issues in th | 1 | -1 | -3 | 3 | -3 |
| 20 | felt that their involvement was tokenistic superficial insig | 20 | -5 | -4 | 0 | -5 |
| 8 | weren't bothered about having equal power with adults in the | 8 | -3 | 0 | 4 | -2 |
| 57 | enjoyed their involvement with the project | 57 | 4 | 3 | -4 | 2 |
| 28 | dealt with problems criticisms and complaints when they aros | 28 | 0 | -1 | 5 | -3 |
| 25 | came up with the idea for research | 25 | 1 | -5 | -5 | -1 |
| 52 | felt included in the process | 52 | 2 | 5 | -5 | 3 |

Appendix 64-Factor Q sort values for statements sorted by Consensus vs. Disagreement (Q study 3)

Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across normalized Factor Scores)

| No. | Statement | No. | Factor Arrays | | |
|-----|--|-----|---------------|----|----|
| | | | 1 | 2 | 3 |
| 33 | had an equal but different contribution to make to the resea | 33 | 1 | 2 | 2 |
| 52 | felt included in the process | 52 | 3 | 2 | 3 |
| 55 | felt that they were kept in the loop | 55 | 0 | 0 | 0 |
| 31 | agreed with the idea of don't do research on us do it with u | 31 | 0 | 0 | 0 |
| 51 | contributed to research which was just as publishable as res | 51 | 0 | -1 | -1 |
| 11 | had a say in how money involved with the project was to be u | 11 | -4 | -4 | -3 |
| 32 | were regarded as the experts they knew what young people wer | 32 | 2 | 0 | 1 |
| 26 | were better than adults at getting responses from other youn | 26 | 1 | 1 | -1 |
| 16 | were trusted by adults | 16 | 0 | 1 | 1 |
| 29 | contributed to research which was just as good as research d | 29 | -1 | 0 | -2 |
| 27 | experienced a different way of adults and young people learn | 27 | 0 | 2 | 0 |
| 39 | understood what was going on | 39 | 1 | 2 | 0 |
| 5 | challenged the idea of an expert adult researcher studying y | 5 | -2 | -1 | -2 |
| 58 | got involved for the good of the community | 58 | -1 | -2 | -2 |
| 35 | offered insights that adults might have misinterpreted or no | 35 | 3 | 3 | 1 |
| 34 | found that their involvement led to them developing a greate | 34 | -1 | -2 | 0 |
| 43 | had a lot of responsibility | 43 | -1 | -2 | -1 |
| 28 | dealt with problems criticisms and complaints when they aros | 28 | -4 | -2 | -3 |
| 50 | found that adults were willing to adopt a learner role | 50 | 0 | -1 | 1 |
| 13 | took responsibility for data collection | 13 | 2 | 4 | 1 |
| 48 | worked on issues which were of relevance to the young people | 48 | 4 | 1 | 3 |
| 44 | were able tolearn how more experienced people worked | 44 | -1 | 0 | -2 |
| 18 | identified issues and researched them with adults in the rol | 18 | -3 | -3 | -1 |
| 17 | had opportunities to express their views about the research | 17 | 1 | 3 | 4 |
| 3 | were much more that just assistants to the adults | 3 | 2 | 0 | 4 |
| 24 | found that power-sharing or democracy between adults and you | 24 | 0 | 2 | 2 |
| 7 | got hold of resources (time money expertise) in support of t | 7 | -5 | -5 | -3 |

| | | | | | |
|----|--|----|----|----|----|
| 42 | were respected as an equal valid member of the team | 42 | 1 | 3 | 5 |
| 37 | knew enough to work with adults in research in this way | 37 | -2 | 1 | -2 |
| 41 | felt under pressure to complete the project | 41 | 0 | -2 | -4 |
| 59 | got on well with the adults | 59 | 3 | 3 | 0 |
| 53 | were protected from risks by the adults | 53 | 2 | 1 | -2 |
| 30 | helped to produce better outcomes than work produced by adul | 30 | 1 | 4 | 1 |
| 12 | decided on research questions | 12 | 2 | 0 | 4 |
| 40 | were given the opportunity to take on additional responsibil | 40 | -2 | 2 | -1 |
| 47 | found that it was clear that the adults felt that they knew | 47 | -3 | -4 | -5 |
| 57 | enjoyed their involvement with the project | 57 | 5 | 5 | 2 |
| 8 | weren't bothered about having equal power with adults in the | 8 | -1 | -1 | -4 |
| 23 | found that adults made the limitations and possibilities ver | 23 | -1 | 1 | -3 |
| 25 | came up with the idea for research | 25 | -2 | -5 | -1 |
| 4 | experienced frustration over the limits which were placed on | 4 | -3 | -1 | -4 |
| 9 | needed the adults to make sure that the project stayed on tr | 9 | 3 | 1 | -2 |
| 20 | felt that their involvement was tokenistic superficial insig | 20 | -5 | -3 | -5 |
| 38 | often surprised and impressed adults | 38 | 5 | 2 | 0 |
| 6 | made some really important decisions | 6 | -2 | -1 | 3 |
| 46 | were valuable in offering and sharing new ideas | 46 | 2 | 5 | 1 |
| 2 | helped adult researchers to learn and understand about the e | 2 | 4 | 4 | 0 |
| 14 | made decisions about how research findings were communicated | 14 | 0 | -1 | 3 |
| 10 | identified the benefits of the research in order to decide i | 10 | -4 | 0 | -1 |
| 49 | needed support from adults in order to keep taking part | 49 | 4 | 3 | -1 |
| 36 | found that their results were taked seriously by adult audie | 36 | 2 | -2 | 0 |
| 21 | found that changes to the research process were made as a re | 21 | -3 | 1 | 2 |
| 1 | took responsibility for sorting out the ethical issues in th | 1 | -3 | 0 | -3 |
| 56 | saw a final published report of their work | 56 | 1 | -3 | 1 |
| 15 | had a say on what action was to follow from the research eg | 15 | -2 | -3 | 2 |
| 54 | fedback the results to influential people | 54 | 3 | -2 | 2 |
| 45 | found that the project resulted in something changing | 45 | -1 | -4 | 2 |
| 22 | were involved at the data analysis stage when the info colle | 22 | 1 | -3 | 3 |
| 19 | were consulted about all of the key decisions | 19 | -2 | -1 | 5 |

Appendix 65-Distinguishing Statements for Factors (showing factor Q sort values), Q study 2

Factor 1

| No. of statement | Statement | Factors | | | |
|------------------|--|---------|----|----|----|
| | | 1 | 2 | 3 | 4 |
| 42 | were respected as an equal valid member of the team | 5 | 3 | 2 | 3 |
| 43 | had a lot of responsibility | 4 | 2 | -2 | -2 |
| 46 | were valuable in offering and sharing new ideas | 3 | -1 | -1 | 1 |
| 26 | were better than adults at getting responses from other young people | 3 | 2 | -2 | -1 |
| 6 | made some really important decisions | 3 | -1 | 5 | 0 |
| 13 | took responsibility for data collection | 2 | 4 | -3 | -2 |
| 25 | came up with the idea for research | 1 | -5 | -5 | -1 |
| 32 | were regarded as the experts they knew what young people were like | 1 | -2 | -3 | 3 |
| 51 | contributed to research which was just as publishable as research done by adults | 0 | 1 | -4 | 3 |
| 1 | took responsibility for sorting out the ethical issues in the research | -1 | -3 | 3 | -3 |
| 37 | knew enough to work with adults in research in this way | -2 | 2 | 1 | 1 |
| 18 | identified issues and researched them with adults in the rol | -2 | -3 | 1 | 2 |
| 8 | weren't bothered about having equal power with adults in the | -3 | 0 | 4 | -2 |
| 41 | felt under pressure to complete the project | -4 | -2 | 1 | -4 |
| 9 | needed the adults to make sure that the project stayed on track | -4 | 4 | 0 | -3 |
| 49 | needed support from adults in order to keep taking part | -4 | 0 | -1 | -2 |

Factor 2

| No. of statement | Statement | Factors | | | |
|------------------|------------------------------|---------|---|----|---|
| | | 1 | 2 | 3 | 4 |
| 52 | felt included in the process | 2 | 5 | -5 | 3 |
| 59 | got on well with the adults | 1 | 5 | -1 | 1 |

| | | | | | |
|----|---|----|----|----|----|
| 13 | took responsibility for data collection | 2 | 4 | -3 | -2 |
| 9 | needed the adults to make sure that the project stayed on track | -4 | 4 | 0 | -3 |
| 53 | were protected from risks by the adults | -2 | 2 | -3 | -1 |
| 43 | had a lot of responsibility | 4 | 2 | -2 | -2 |
| 56 | saw a final published report of their work | -2 | 2 | -3 | -1 |
| 26 | were better than adults at getting responses from other youn | 3 | 2 | -2 | -1 |
| 51 | contributed to research which was just as publishable as res | 0 | 1 | -4 | 3 |
| 29 | contributed to research which was just as good as research d | -2 | 1 | -2 | 5 |
| 27 | experienced a different way of adults and young people learn | -2 | 1 | -3 | 4 |
| 24 | found that power-sharing or democracy between adults and you | -1 | 0 | -2 | 2 |
| 8 | weren't bothered about having equal power with adults in the | -3 | 0 | 4 | -2 |
| 12 | decided on research questions | 0 | -1 | 2 | 1 |
| 6 | made some really important decisions | 3 | -1 | 5 | 0 |
| 41 | felt under pressure to complete the project | -4 | -2 | 1 | -4 |
| 22 | were involved at the data analysis stage when the info colle | -1 | -2 | 1 | 0 |
| 14 | made decisions about how research findings were communicated | -1 | -3 | 0 | 0 |
| 18 | identified issues and researched them with adults in the rol | -2 | -3 | 1 | 2 |
| 19 | were consulted about all of the key decisions | 2 | -3 | -1 | 2 |
| 58 | got involved for the good of the community | 1 | -4 | 1 | -1 |
| 20 | felt that their involvement was tokenistic superficial insig | -5 | -4 | 0 | -5 |

Factor 3

| No. of statement | Statement | Factors | | | |
|------------------|---|---------|----|---|----|
| | | 1 | 2 | 3 | 4 |
| 6 | made some really important decisions | 3 | -1 | 5 | 0 |
| 28 | dealt with problems criticisms and complaints when they arose | 0 | -1 | 5 | -3 |
| 8 | weren't bothered about having equal power with adults in the | -3 | 0 | 4 | -2 |

| | | | | | |
|-----------|--|----|----|----|----|
| 15 | had a say on what action was to follow from the research eg | -3 | -2 | 4 | -1 |
| 1 | took responsibility for sorting out the ethical issues | -1 | -3 | 3 | -3 |
| 35 | offered insights that adults might have misinterpreted or | -1 | -1 | 3 | 0 |
| 7 | got hold of resources (time money expertise) in support of | -2 | -2 | 3 | 0 |
| 41 | felt under pressure to complete the project | -4 | -2 | 1 | -4 |
| 20 | felt that their involvement was tokenistic superficial | -5 | -4 | 0 | -5 |
| 9 | needed the adults to make sure that the project stayed on track | -4 | 4 | 0 | -3 |
| 19 | were consulted about all of the key decisions | 2 | -3 | -1 | 2 |
| 59 | got on well with the adults | 1 | 5 | -1 | 1 |
| 46 | were valuable in offering and sharing new ideas | 3 | -1 | -1 | 1 |
| 39 | understood what was going on | 2 | 2 | -2 | 3 |
| 56 | saw a final published report of their work | -2 | 2 | -3 | -1 |
| 57 | enjoyed their involvement with the project | 4 | 3 | -4 | 2 |
| 51 | contributed to research which was just as publishable as research done by adults | 0 | 1 | -4 | 3 |
| 52 | felt included in the process | 2 | 5 | -5 | 3 |

Factor 4

| No. of statement | Statement | Factors | | | |
|-------------------------|--|----------------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 |
| 29 | contributed to research which was just as good as research | -2 | 1 | -2 | 5 |
| 27 | experienced a different way of adults and young people learn | -2 | 1 | -3 | 4 |
| 55 | felt that they were kept in the loop | 0 | -1 | 1 | 4 |
| 32 | were regarded as the experts they knew what young people | 1 | -2 | -3 | 3 |
| 51 | contributed to research which was just as publishable as | 0 | 1 | -4 | 3 |
| 24 | found that power-sharing or democracy between adults and | -1 | 0 | -2 | 2 |
| 6 | made some really important decisions | 3 | -1 | 5 | 0 |
| 7 | got hold of resources (time money expertise) in support of | -2 | -2 | 3 | 0 |
| 25 | came up with the idea for research | 1 | -5 | -5 | -1 |
| 58 | got involved for the good of the community | 1 | -4 | 1 | -1 |
| 8 | weren't bothered about having equal power with adults | -3 | 0 | 4 | -2 |

| | | | | | |
|-----------|---|----|----|---|----|
| 9 | needed the adults to make sure that the project stayed on | -4 | 4 | 0 | -3 |
| 28 | dealt with problems criticisms and complaints when they arose | 0 | -1 | 5 | -3 |
| 41 | felt under pressure to complete the project | -4 | -2 | 1 | -4 |

Consensus statements

| No. of statement | Statement | Factors | | | |
|-------------------------|---|----------------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 |
| 2 | helped adult researchers to learn and understand about the | 1 | 1 | -1 | 1 |
| 10 | identified the benefits of the research in order to decide | 0 | 0 | 0 | 0 |
| 17 | had opportunities to express their views about the research | 3 | 3 | 3 | 1 |
| 30 | helped to produce better outcomes than work produced by adults | 0 | 1 | 0 | 1 |
| 38 | often surprised and impressed adults | 0 | -1 | 0 | 0 |
| 40 | were given the opportunity to take on additional responsibility | 2 | 1 | 0 | 0 |

Appendix 66-Distinguishing Statements for Factors (showing factor Q sort values), Q study 3

Factor 1

| No. of statement | Statement | Factors | | |
|------------------|--|---------|----|----|
| | | 1 | 2 | 3 |
| 38 | often surprised and impressed adults | 5 | 2 | 0 |
| 48 | worked on issues which were of relevance to the young people | 4 | 1 | 3 |
| 9 | needed the adults to make sure that the project stayed on track | 3 | 1 | -2 |
| 36 | found that their results were taken seriously by adult audiences | 2 | -2 | 0 |
| 3 | were much more than just assistants to the adults | 2 | 0 | 4 |
| 12 | decided on research questions | 2 | 0 | 4 |
| 22 | were involved at the data analysis stage when the info collected | 1 | -3 | 3 |
| 42 | were respected as an equal valid member of the team | 1 | 3 | 5 |
| 17 | had opportunities to express their views about the research | 1 | 3 | 4 |
| 14 | made decisions about how research findings were communicated | 0 | -1 | 3 |
| 41 | felt under pressure to complete the project | 0 | -2 | -4 |
| 24 | found that power-sharing or democracy between adults and | 0 | 2 | 2 |
| 58 | got involved for the good of the community | -1 | -2 | -2 |
| 23 | found that adults made the limitations and possibilities | -1 | 1 | -3 |
| 44 | were able to learn how more experienced people worked | -1 | 0 | -2 |
| 45 | found that the project resulted in something changing | -1 | -4 | 2 |
| 40 | were given the opportunity to take on additional responsibility | -2 | 2 | -1 |
| 25 | came up with the idea for research | -2 | -5 | -1 |
| 21 | found that changes to the research process were made as a | -3 | 1 | 2 |
| 4 | experienced frustration over the limits which were placed on | -3 | -1 | -4 |
| 1 | took responsibility for sorting out the ethical issues in the | -3 | 0 | -3 |
| 28 | dealt with problems criticisms and complaints when they arose | -4 | -2 | -3 |
| 10 | identified the benefits of the research in order to decide | -4 | 0 | -1 |

| | | | | |
|-----------|--|----|----|----|
| 20 | felt that their involvement was tokenistic superficial | -5 | -3 | -5 |
| 7 | got hold of resources (time money expertise) in support of | -5 | -5 | -3 |

Factor 2

| No. of statement | Statement | Factors | | |
|-------------------------|---|----------------|----------|----------|
| | | 1 | 2 | 3 |
| 46 | were valuable in offering and sharing new ideas | 2 | 5 | 1 |
| 30 | helped to produce better outcomes than work produced by | 1 | 4 | 1 |
| 13 | took responsibility for data collection | 2 | 4 | 1 |
| 42 | were respected as an equal valid member of the team | 1 | 3 | 5 |
| 38 | often surprised and impressed adults | 5 | 2 | 0 |
| 27 | experienced a different way of adults and young people learn | 0 | 2 | 0 |
| 40 | were given the opportunity to take on additional responsibility | -2 | 2 | -1 |
| 48 | worked on issues which were of relevance to the young people | 4 | 1 | 3 |
| 9 | needed the adults to make sure that the project stayed on | 3 | 1 | -2 |
| 23 | found that adults made the limitations and possibilities | -1 | 1 | -3 |
| 37 | knew enough to work with adults in research in this way | -2 | 1 | -2 |
| 21 | found that changes to the research process were made as a | -3 | 1 | 2 |
| 1 | took responsibility for sorting out the ethical issues | -3 | 0 | -3 |
| 44 | were able to learn how more experienced people worked | -1 | 0 | -2 |
| 3 | were much more than just assistants to the adults | 2 | 0 | 4 |
| 29 | contributed to research which was just as good as research | -1 | 0 | -2 |
| 12 | decided on research questions | 2 | 0 | 4 |
| 5 | challenged the idea of an expert adult researcher studying | -2 | -1 | -2 |
| 4 | experienced frustration over the limits which were placed on | -3 | -1 | -4 |
| 50 | found that adults were willing to adopt a learner role | 0 | -1 | 1 |
| 14 | made decisions about how research findings were communicated | 0 | -1 | 3 |
| 34 | found that their involvement led to them developing a greater | -1 | -2 | 0 |
| 41 | felt under pressure to complete the project | 0 | -2 | -4 |
| 36 | found that their results were taken seriously by adult | 2 | -2 | 0 |

| | | | | |
|-----------|--|----|----|----|
| | audiences | | | |
| 54 | feedback the results to influential people | 3 | -2 | 2 |
| 43 | had a lot of responsibility | -1 | -2 | -1 |
| 20 | felt that their involvement was tokenistic superficial insignificant | -5 | -3 | -5 |
| 22 | were involved at the data analysis stage when the info | 1 | -3 | 3 |
| 56 | saw a final published report of their work | 1 | -3 | 1 |
| 45 | found that the project resulted in something changing | -1 | -4 | 2 |
| 25 | came up with the idea for research | -2 | -5 | -1 |
| 7 | got hold of resources (time money expertise) in support | -5 | -5 | -3 |

Factor 3

| No. of statement | Statement | Factors | | |
|-------------------------|--|----------------|----------|----------|
| | | 1 | 2 | 3 |
| 19 | were consulted about all of the key decisions | -2 | -1 | 5 |
| 42 | were respected as an equal valid member of the team | 1 | 3 | 5 |
| 12 | decided on research questions | 2 | 0 | 4 |
| 3 | were much more than just assistants to the adults | 2 | 0 | 4 |
| 22 | were involved at the data analysis stage when the info | 1 | -3 | 3 |
| 14 | made decisions about how research findings were communicated | 0 | -1 | 3 |
| 6 | made some really important decisions | -2 | -1 | 3 |
| 48 | worked on issues which were of relevance to the young people | 4 | 1 | 3 |
| 15 | had a say on what action was to follow from the research | -2 | -3 | 2 |
| 21 | found that changes to the research process were made as a | -3 | 1 | 2 |
| 57 | enjoyed their involvement with the project | 5 | 5 | 2 |
| 45 | found that the project resulted in something changing | -1 | -4 | 2 |
| 35 | offered insights that adults might have misinterpreted or | 3 | 3 | 1 |
| 38 | often surprised and impressed adults | 5 | 2 | 0 |
| 36 | found that their results were taken seriously by adult | 2 | -2 | 0 |
| 59 | got on well with the adults | 3 | 3 | 0 |

| | | | | |
|----|---|----|----|----|
| 2 | helped adult researchers to learn and understand about | 4 | 4 | 0 |
| 39 | understood what was going on | 1 | 2 | 0 |
| 26 | were better than adults at getting responses from other | 1 | 1 | -1 |
| 40 | were given the opportunity to take on additional responsibility | -2 | 2 | -1 |
| 49 | needed support from adults in order to keep taking part | 4 | 3 | -1 |
| 25 | came up with the idea for research | -2 | -5 | -1 |
| 18 | identified issues and researched them with adults | -3 | -3 | -1 |
| 9 | needed the adults to make sure that the project stayed on | 3 | 1 | -2 |
| 53 | were protected from risks by the adults | 2 | 1 | -2 |
| 44 | were able to learn how more experienced people worked | -1 | 0 | -2 |
| 1 | took responsibility for sorting out the ethical issues | -3 | 0 | -3 |
| 23 | found that adults made the limitations and possibilities | -1 | 1 | -3 |
| 7 | got hold of resources (time money expertise) in support | -5 | -5 | -3 |
| 41 | felt under pressure to complete the project | 0 | -2 | -4 |
| 8 | weren't bothered about having equal power with adults | -1 | -1 | -4 |
| 4 | experienced frustration over the limits which were placed | -3 | -1 | -4 |
| 47 | found that it was clear that the adults felt that they knew | -3 | -4 | -5 |
| 20 | felt that their involvement was tokenistic superficial | -5 | -3 | -5 |

Consensus statements

| No. of statement | Statement | Factors | | |
|------------------|---|---------|----|----|
| | | 1 | 2 | 3 |
| 11 | had a say in how money involved with the project was to be | -4 | -4 | -3 |
| 26 | were better than adults at getting responses from other young | 1 | 1 | -1 |
| 31 | agreed with the idea of don't do research on us do it with | 0 | 0 | 0 |
| 32 | were regarded as the experts they knew what young people | 2 | 0 | 1 |
| 33 | had an equal but different contribution to make to the research | 1 | 2 | 2 |
| 51 | contributed to research which was just as publishable as | 0 | -1 | -1 |
| 52 | felt included in the process | 3 | 2 | 3 |
| 55 | felt that they were kept in the loop | 0 | 0 | 0 |

Appendix 67-Summaries of interpretation of Factors (Q study 3, adults)

Factor 1

'Young people involved as 'experts' on discrete areas, led by adults'

To **summarise**, this viewpoint sees that the involvement of young people in research is led by adults who hold the power, get the resources and identify the benefits of the research. Young people have little chance to express their views, have limited decision-making opportunities or responsibilities and not much influence generally, although this does not seem to detract from them getting on well with the adults and enjoying the project. Young people feedback the results which audiences take seriously. Young people become involved because they know about the issues affecting them. They get more involved with discrete aspects such as deciding on research questions, data collection and analysis.

Factor 2

'Young people have limited influence-frustrating, but leading to research benefits'

This viewpoint can be **summarised** as follows. Young people had a limited contribution in terms of being stakeholders. They had defined areas of responsibility (eg data collection) and did not really make important decisions, experiencing frustration over the limits placed on them by the adults. Adults saw them as equal members of the team but felt the need to support their continued participation. Young people understood what was going on and knew enough to work as young researchers. They had little influence over the final research product or how it was used. Although they were more like assistants, young people were able to gain from this by experiencing a different kind of relationship with adults. Their ideas were valued by adults who felt that the research benefited as a result.

Factor 3

'Young people as equals, sharing power, influencing change'

This viewpoint can be **summarised** as follows. Young people made decisions and had responsibility. They were trusted by the adults, included and respected as equals. Young people expressed views which were listened to and led to change. For this viewpoint, power-sharing is an important issue where adults placed fewer limits on the participation of the young people, treating them more as colleagues where adults did not know best and young people were not involved on a tokenistic basis.