



www.crfr.ac.uk

Using Creative Methods in Research with Children and Young people

Susan Elsley and Kay Tisdall

Plan for this morning

- 10.00 Welcome and introductions
- 10.40 Using creative methods in research
- 11.10 BREAK
- 11.30 Research with children and young people: our starting point
- 12.30 LUNCH

Introductions

- Introduce yourself to someone you don't know
- Create something together with lego, about your hopes for the course
- Be ready to present your creation to the broader group, ensuring both of you are introduced.

Using lego in research

Yes, there are resources...

David Gauntlett

- Lego Serious Play Projects

<http://www.artlab.org.uk/lego.htm>

- Lego workshop for PhD students

<http://davidgauntlett.com/events/lego-workshop-for-phd-students/>

Course aim

To explore using creative methods in research and consultation with children and young people

By the end of the course, you should have:

- Considered what are creative methods, with a focus on arts based methods
- Explored the benefits of using creative methods in research and consultation with children and young people
- Evaluated critically a range of different creative approaches in research and consultation with children and young people
- Had the opportunity to consider examples of innovative practice using creative methods

Contd.

- Considered any ethical issues that arising from using creative methods
- Identified how to apply creative methods in research and consultation with children and young people in different settings

Learning modes

1. Two days of classroom sessions -
2. Access to online resources
3. Independent reading and study
4. Each other (here and online)
5. And your research imagination...

What are creative methods?



And why do we want to use them?



Creative methods are...

More participatory?

'The question of who participates and how is therefore crucial for claims that child-centred methods are inherently participative'

Lomax, H (2012) Contested voices? Methodological tensions in creative visual research with children, *International Journal of Social Research Methodology*, 15:2, 105-117

Creative methods are...

More fun and children and young people are good at them?

'When they are left to themselves, most children display astonishing artistic talents' Aldous Huxley, 1938

Creative methods ...

Provide richer information and data?

'better knowledge'

Kesby, M. (2000) 'Participatory diagramming: deploying qualitative methods through an action research epistemology' *Area* 34(4): 423-435.

Creativity is the Big Thing

- <http://www.creativescotland.com/what-we-do/major-projects/creative-learning-and-young-people/creative-learning-plan>

30 circles

- Adapt these circles into SOMETHING (sun, smiley face and so on)
- Do as *many* as you can in 3 minutes
- Don't think too much

'Confluence: Where streams of education intersect' Design Workshop

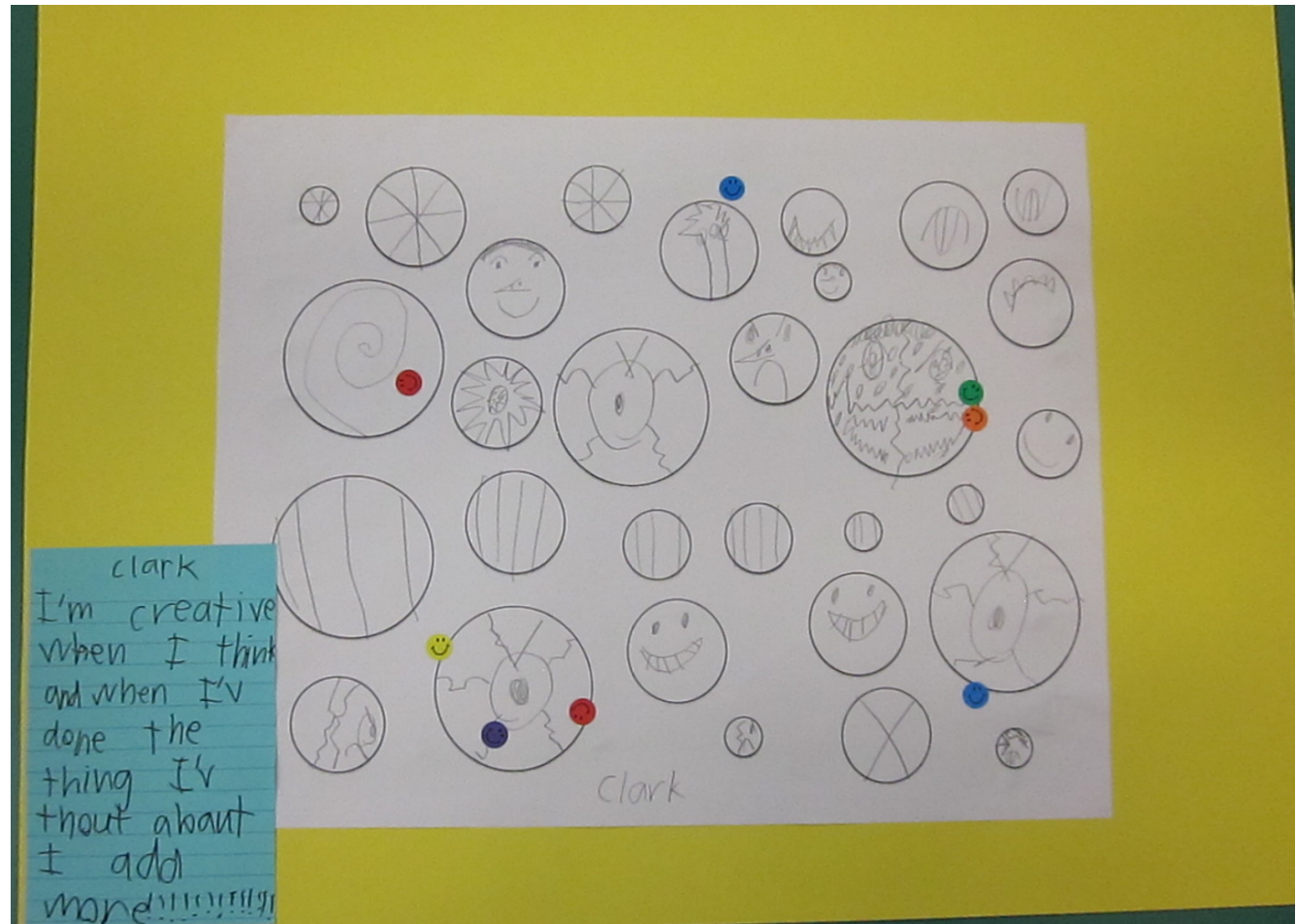


Photo © 2014 Dana Melvin and Susie Mutschler
<http://www.designmelvinmutschler.org/30-circles/>
Using Creative Methods in Research with Children & Young People © CRFR

So here are 4 Creative Methods aspirations

You have the opportunity to:

1. Get comfortable with creativity
2. Try things out
3. Hear from others
4. Find out what you need

What the course won't do?

- give you a detailed 'how to' blueprint
- discuss all creative methods possibilities
- skill you up so that you are an expert across art forms

SPARKING creativity

TED talks:

<https://www.ted.com/topics/creativity>

And we are going to look at: Tim Brown

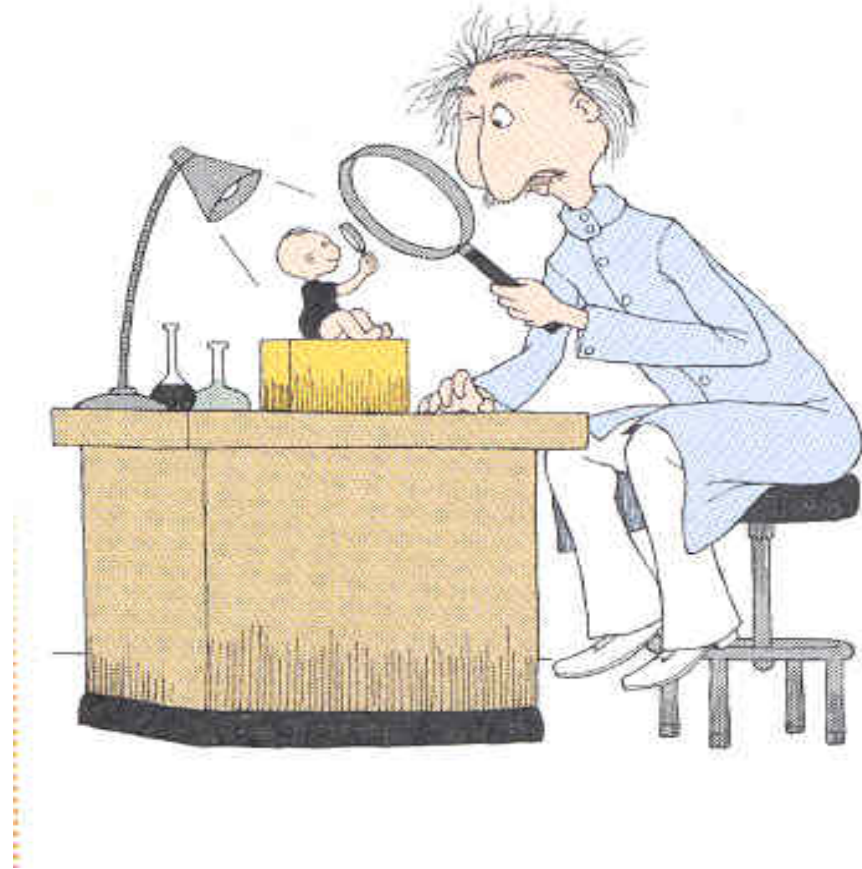
https://www.ted.com/playlists/11/the_creative_spark

What we think about children

1. Children should be seen and not heard (UK)
2. Children are an investment in the future (South Africa)
3. You don't have to be old to be wise (Nigeria)
4. The egg should not be smarter than the duck (Vietnam)

Montgomery, H., et al. (eds) *Changing Childhoods: local and global*, OUP.

- **Children in development** – child requires guidance and training because of their inexperience and immaturity
- **Children as potential** – a human becoming rather than a human being; human capital
- **Child as a challenge** – having to respect elders etc.
- **Children as citizens?**



Shaeffer, D. (1999) *Developmental Psychology*, 5th Edition Pacific Grove, USA: Brooks/ Cole, p. 11

Ethics in research

- Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A practical handbook*, London: Sage.
- Alderson, P. and Morrow, V. (2004) *Ethics, social research and consulting with children and young people*. Essex: Barnardos.

Ethics

(Alderson and Morrow 2004)

1. Planning the project
2. Assessing harms and benefits
3. Respect for rights: confidentiality and privacy
4. Selection and participation
5. Money matters
6. Review of the research aims and methods
7. Information for participants
8. Consent and access
9. Reporting and dissemination
10. Impact on children

If you want to do the assessment

A. Two contributions to the course's on-line discussion:

- Each should be an initiating contribution, with a critical evaluation of a creative arts based methods resource relevant to the course's aim. The resources should not already be identified in the course resources.
- 500 words (or less) would be expected for each contribution. (This assessment will form 10% of final mark).

Due Date: 25th May 2016

B. A 2500 word assignment.

- A critical discussion of using a creative arts-based approach, within a research or consultative project.
- You can choose one of our two options provided – or negotiate with Susan or Kay your own example, perhaps based on your own work. (This assessment will form 90% of your final mark.)
- Due date: 30th June 2016

Plan for this afternoon

- 1.30 Using creative approaches to engage with children
- Colin Morrison, The Children's Parliament (BREAK: 3.00)
- 4.00 Reflections on the day
- 4.30 Finish

Plan for today

- 10.00 Creating the Conditions (1)
(BREAK 11.00)
- 12.30 LUNCH
- 1.15 Creating the Conditions (2)
(BREAK: 3.00)
- 3.45 Summing up and evaluation
- 4.00 FINISH

Creating the Conditions (2): an interactive session

Aim: to explore *creating the conditions* for using creative methods in research and consultation with children and young people

4 aspirations

1. Get comfortable with creativity
2. Identify what helps to create the conditions
2. Critically assess your approaches
3. Keep ethics in mind
4. Find out what you need

Objectives

- To consider what might be a creative approach to a specific project
- To explore the benefits, challenges and ethical issues that arise

Objectives

- To have an increased understanding of how to create the conditions for using creative methods in research and consultation
- To consider what resources you might need

Activity

- Based on insights from the 2 days start to device a research project using creative methods

Activity

In groups choose your project

- What do children aged between 9 and 11 like doing at weekends?
- What are young people's aspirations and ambitions for their lives after leaving school? The young people are aged 13 to 15 years.

Tasks

1. Develop a plan for undertaking this (how to create the conditions; what artforms)
2. Then use an artform to explore
3. Then try out with critical friends

Reflective discussion

- What worked well? What didn't?
- How could you **create the conditions** to make it work?
- What resources needed?
- What are the ethical issues?
- How to gather data and analysis

What next?

- In twos with post its – spend 5 minutes talking about how you want to take your learning forward
 - - immediately
 - - in the near future
 - - identify an action for each.

Further opportunities

- Become involved with CRFR
www.crfr.ac.uk
- Join us at CRFR's international conference in June
- MSc in Childhood Studies
<http://www.sps.ed.ac.uk/pgtcs>