



Provisional Mark	85
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School of Social and Political Science – PG Feedback Form

Exam number	Student F
Course Instance	March 2014
Course Name	Using Creative Methods in Research with Children and Young People CPD
Component Name	Blog 2

Please note that both the comments and the grade remain provisional until ratified by the external Exam Board in May and will be subject to change, moderation and review by our external examiners. This includes whether or not any penalties imposed are upheld.

Overview

Marking criterion	Comment	Grade A-H (if appropriate)
Critical/conceptual analysis	The blog provides a host of critical considerations, in a balanced way and making good use of resources	A
Strength/cohesion of argument	The argument is very clearly, succinctly and effectively made.	A
Use of sources/evidence	Excellent use is made of more than one reference	A
Structure & organisation	The blog was very well organised, proceeding clearly from paragraph to paragraph. Slightly less descriptive information might have given more room for critique.	A/B
Breadth and relevance of reading	The blog made good use of 2 further resources, that developed the critique	A
Clarity of expression, presentation and referencing	The blog was very lucidly written and well-referenced.	A
Suggestions for future work	As with blog 1: The blog was an excellent contribution, in being clearly written and structured, adequately describing the resources and – more importantly – providing a very apt critique. This blog benefitted from having even just one additional resource, in deepening the discussion. For development, even more use of resources and further critique would have developed and deepened the critical consideration.	

Susan Elsley and Kay Tisdall, as course convenors, maintain a file of anonymised assessments with feedbacks for further students to consult. If you would prefer to have your assignment not included within this file, please inform Kay Tisdall k.tisdall@ed.ac.uk.

Student F – Blog Contribution – Using Creative Methods CPD Course

Plush, T. (2009) Amplifying children’s voices on climate change: the role of participatory video. *Participation Learning and Action* [online] 60 Dec 119-128. Available from: < <http://pubs.iied.org/pdfs/14573IIED.pdf>>[Accessed on 30 April 2014].

In the above, Plush (2009) outlines a community education and action-research project using participatory video with children in Nepal to explore climate change and their adaptation needs. Within the project, workshops were held both to train local adults as ‘participatory video facilitators’ and provide children with information. Children then worked with adult facilitators to co-create questions for filmed interviews with children and adults in their community. The children were also supported to develop a film storyboard highlighting a chosen aspect of climate change and its impact on their lives. The final product was a report (available [here](#)) and a video.

Plush (2009) advocates this use of participatory video from a rights-based perspective as a child-led process able to empower children and give them a means ‘to speak for themselves’ (Plush, 2009: 126) on issues important to them. The product can also be a powerful catalyst for change – In the case study presented, the video contributed to a successful application for funds to build a bridge over a river that regularly flooded. Plush (2009) also feels that participatory video gave the children a ‘sense of ownership’ (125) which improved the quality of the findings, and in turn improved awareness of climate change and encouraged community action to protect against its negative effects.

Beazley et al. (2009) also advocate participatory and rights-based research. They argue that working from this framework gives voice to the perspectives of the ‘90.8% muted majority of children’ (366) living out-with industrialised areas. Participatory video tools seem to give the Nepalese children in Plush’s (2009) project the tools to reflect their local and situated perspectives, hence offering them ‘the right to be properly researched’ (Beazley, 2009: 370). It does feel like this methodology is on the right track!

However, in contrast Buckingham (2009) argues that the use of creative methods such as participatory video can be naïve, and that claims that these are ‘inherently ‘empowering’ tends to obfuscate pressing ethical issues’ (648). Arguments that visual methods enable children ‘to speak for themselves’ can neglect the implications of children’s understanding of the aims of the research and of the context inherent in the media itself (Buckingham, 2009). They can also ignore the steering role that research aims and researchers – however remote – will inevitably have, by misrepresenting visual methods as necessarily able to faithfully capture viewpoints.

Plush (2009) does acknowledge the importance of considering the context of using video equipment where this might be ‘novel’, and the power imbalances within communities that participatory video methods are not able to address. However, Plush (2009) does not attend to the impact that the perceived purpose of the end product might have, or the steering effect of preparatory work with adult facilitators and children. Nor does Plush (2009) consider any perceptions the children might have about the ultimate audience or ideas about what makes a ‘good video’.

All of these aspects come with the territory and need to be more closely considered in all research applying creative methods.

REFERENCES

Beazley, H., Bessell S., Ennew, J., & Waterson, R. (2009) The right to be properly researched: research with children in a messy, real world. *Children's Geographies* 7 (4) Nov 365-378.

Buckingham, D. (2009) 'Creative' visual methods in media research: possibilities, problems and proposals. *Media Culture Society* 31 (4) July 633-652.

Plush, T. (2009) Amplifying children's voices on climate change: the role of participatory video. *Participation Learning and Action* [online] 60 Dec 119-128. Available from: <<http://pubs.iied.org/pdfs/14573IIED.pdf>>[Accessed on 30 April 2014].