

# Paper People

*Research Aim: "To explore this space and how it impacts on your experience of learning."*

The researcher draws a vertical line down the middle of the paper person (or could ask the participant to do so). Explain to the participant that the paper person represents a student taking this course.

On the left hand side is how this space is currently experienced by a student ... on the right hand side with how it could be improved for this student.

Use the body parts to discuss different aspects of how this space is currently experienced. For example ...

- Head: How does this space help a student to gain knowledge?
- Eyes/ears/mouth: How is communication experienced within this space?
- Heart: How does this space feel, emotionally, as a student?
- Feet: How comfortable is this space, physically?

The participant or the researcher could write down words, draw etc. to initiate or capture the discussion.

The researcher then asks the participant to consider the right hand side, to identify how this space could be improved for learning.

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*Please complete a form for this method, reflecting upon your experiences and observations.*

# Collage

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The researcher asks the participant to use the available resources to put together a collage, in response to the research aim.

A collage uses the available resources (e.g. magazines/newspapers), to create a visual representation in response to the research aim as the participant wishes.

The researcher then asks the participant to discuss the collage, in light of the research aim.

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# Drawing

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The researcher asks the participant to draw a picture or map of the room.

The researcher asks the participant to explain what s/he drew.

The researcher then asks whether any aspects of what the participant drew helps the participant to learn or doesn't help them to learn.

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# Ranking game

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The researcher asks the participant to think about the room. Are there particular things that help the participant learn? (aim for 3-4 points)

The researcher or the participant notes these points down on post its.

The research then asks the participant to rank the post its from most to least important.

Repeat, for things about the room that are not helpful to the participant's learning.

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# Puppets

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The researcher asks the participant to have a look at the puppets.

The researcher asks the participant where in the room is a good place for learning. They go to this place in the room. The researcher asks the participant to use the puppets to show why it is a good place for learning.

If time, repeat for a place in the room that is not so good for learning.

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# Debating statements

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The researcher has cards with agree and disagree on them in large letters (cards should be at the station!). Place these on the floor some way apart. Invite participant(s) to stand between in response to the following statements (no need to use all, just pick a few depending on the time):

"This room makes me feel uncomfortable."

"It's better to have a small space for learning, so people can speak to each other."

"There are lots of things about this room that I would like to change."

"I learn best in colourful rooms with lots of interesting things to look at on the walls."

"I like to have my own private space for learning, so I can get some peace."

"It really annoys me when the facilitator stands at the front."

"This room is too big for good discussions to happen."

"I feel focused and able to concentrate in this room."

When participant(s) have chosen their place(s), researcher probes to ask why they feel this way, etc. Researcher may pick a place between agree and disagree, to play devil's advocate. The researcher should make sure participants know that they can move if they change their mind. The researcher should aim to get people debating and trying to persuade others to change their positions.

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# Photo tour

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Decide what camera to use: one is provided, or a smartphone could be used belonging to either the researcher or research participant.

The researcher gives the camera to the participant. The researcher then invites the participant to lead them on a tour of the space, taking photos of things that are of particular interest.

The researcher may wish to use each photo as a chance to probe the participant's views, e.g. why did you take a photo of that? How does what you photographed help you to learn, or not?

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# Making a sound recording

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Your group is going to make a sound recording about the building, and what helps/hinders the participants to learn there. You can do this however you wish.

The researcher must decide whether s/he wants to tell the participants how to approach the task or whether s/he wants to consult the participants about what they would like to do.

Some ideas for you ... you might want to:

- Record the participants' commentary on the room and building
- Interview each other about the research aim
- Take a tour, speaking to others in the room and building, recording your conversations
- Record the background sounds around the room and the building

The recorder may be operated by the researcher or one of the participants, or you can take turns. It is up to the researcher to decide how to resolve this question. It is up to the group to decide this.

The researcher may wish to steer the process of recording towards the research aim. For example, the researcher might ask the presenter questions about how the space helps or hinders learning.

Susan will be available to provide technical assistance!

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