



Guidelines for Mapping Workshop



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Title	
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Abstract	Guidelines for organizing the Mapping Workshop
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Aims of the Workshops

In IO1 we have been concerned with senior leaders' perceptions of managing learning and school provision through periods of school closure. In IO2 we introduce the wider experiences of members of the school community and the voices of young people, teachers and parents/caregivers who were the recipients of school leaders' decision making. IO2 is intended to provide a more holistic picture of school experience that we can sit alongside our findings from IO1 to open questions and dialogue between different groups within school communities.

This work should inform development of policy advocacy tools and content for the platform to ensure school leaders and decision makers encounter the experiences of wider school community members.

Each partner is required to run two workshops. Partners are free to choose which phase of education they wish to focus on.

Purpose of Guidelines

- To provide a planning template for the mapping workshop
- To support partners with preparation and decision making
- To ensure that workshops adhere to the project application and ethical approval
- To ensure that outcomes are comparable across contexts to optimize opportunities for data analysis

Context

In IO1 we have been concerned with senior leaders' perceptions of managing learning and school provision through periods of school closure. In IO2 we introduce the wider experiences of members of the school community and the voices of young people, teachers and parents/caregivers who were the recipients of school leaders' decision making. IO2 is intended to provide a more holistic picture of school experience that we can sit alongside our findings from IO1 to open questions and dialogue between different groups within school communities.

This work should inform development of policy advocacy tools and content for the platform to ensure school leaders and decision makers encounter the experiences of wider school community members.

What do we mean by 'mapping'?

Participatory Mapping = 'an interactive approach that draws on local people's knowledge, enabling participants to create visual and non-visual data to explore social problems, opportunities and questions' (Pathways Through Participation, 2010: 2).

Mapping literacy practices: 'Maps 'invisible resources, such as knowledge and feelings', embodies 'social purposes and values' and is part of a constantly changing context 'both spatial and temporal' (Hamilton, 2000).

Collaging: 'Often, I can see it before I can say it. I can sense it before I can make sense of it linguistically' (Clark-Keefe, 2009).



Format

Mode: In-person

Timeframe: 3 hours

Location: Within school – we may need to do an amendment to our ethics submission if we move workshops out of school context

Contents:

- Workshop overview and timings
- Stage 1
- Stage 2
- Stage 3
- Stage 4
- Stage 5
- Facilitator role description
- Follow up work
- Ethical Considerations
- Guidance for field notes
- Template for data summary

Workshop Overview and timings

Running a mapping workshop – 5 stages

Stage	Activity	Time-frame
1. Pre-workshop preparation	1.1. Identify/train 3 facilitators 1.2. Prepare participant information and consent forms (see following slides) 1.3. Recruit participants 1.4. Collect resources (see slide 9) 1.5. Identify suitable/accessible room – space for group work and to create a gallery	Jan-March

Stage	Activity	Time-frame (approximate maximum times)
2. 'Mapping' in groups: parents/carers, young people, teachers	Groups create 'artefacts' - rivers/collages (we will 'model/teach' at TPM 2 and each partner can choose an approach)	Introduction and ethical guidance – 10 mins
3. Exhibition	Artefacts are 'galleried' around the workshop space Groups interact with the artefacts using 'emoji stickers'	Up to Mapping 60 minutes 30 minutes
4. Reflection/review	Groups reconvene and discuss experiences of viewing supported by a facilitator. Facilitators collate key points	50 minutes
5. Plenary Discussion	Facilitators share summaries with wider group. Introduction to Maker-space workshops	30 minutes
Post workshop	Each partner to keep a photographic record of the workshop to contribute to a digital project archive/exhibition for the website and social media	

Stage 1: Preparation

Participant requirements:

- Minimum 10 young people
- Minimum 5 teachers
- Minimum 5 parents

Preparing the Invitation

You will need to consider

- **Location** – in the ethical application we have said we will use schools to maximise participation from teachers and young people and support safeguarding
- **Room/space and access issues** (who are your participants and what are their needs? Does anyone need disabled access)
- **Dietary requirements** for snacks and refreshments
- **Timing of meetings** to suit parents and carers
- **Language needs** – who will help out with translation? Young people? Parents? Support workers in school?
- **Manage consent**

Gathering Resources...

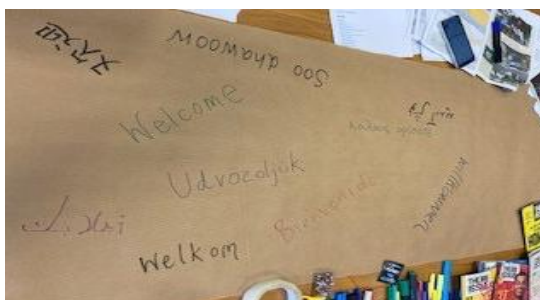
Audiences	Stimuli	Potential resource
Parents/Caregivers, Young People, Teachers	Spaces/places (online/offline) gaming spaces, 'view from my window'	Rolls of paper for each group Scissors, glue, tape etc Magazines Photos Comics Newspapers Public information documents Images that can work as metaphors for thoughts/feelings (affective responses)
	People	
	Community Assets	
	Experiences	
	Artefacts	
	Social media	
	News	



Stage 2: Mapping in groups (parents/carers, young people, teachers)

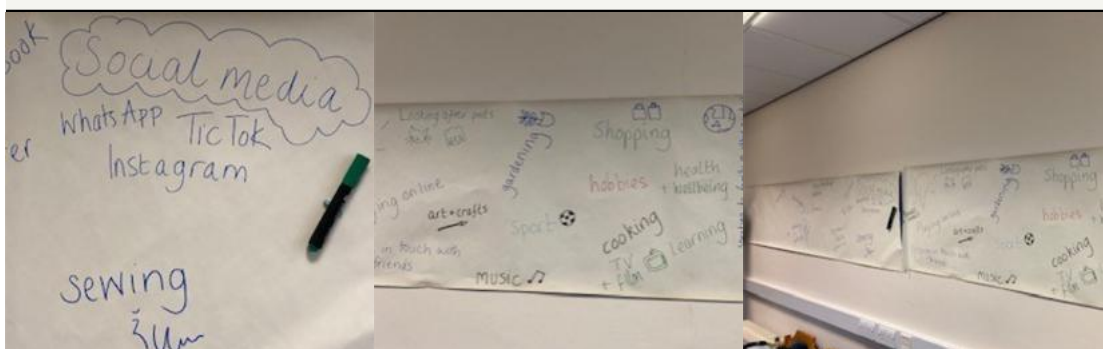
Setting the Scene and preparing

- Think about how the groups will be located in the room, be mindful of giving groups space to talk without being too overheard
- Welcome participants to the session
- Introduction to the session supported by 'welcome cards' and poster prompts around the walls that groups can add to to prompt other groups before the mapping work begins. The purpose of the prompts is to get participants thinking as widely as possible about what learning is, what it looks like, where it takes place and who it take place with so that they can be very thoughtful about what 'counts' as learning Introduction to the activity and how to work with the materials
- Provide refreshments and allow for thinking, chatting and 'mulling over' time
- Ensure each group has a facilitator



What do we mean by 'learning'?

Idea storm and share (it might be helpful to record on posters around the room as a visual reference point)



Example information card (complemented by poster prompts with translanguaging prompts)

We're really interested in finding out about your experiences as a young person, parent/care-giver, teacher of learning (or supporting schooling) through school closures. We encourage you to think about learning in the widest possible sense.

You people might like to think about: Experiences of schooling (as a teacher, as a student, as a parent), informal learning, hobbies, learning about life, contributing to your family or community, playing on line, cooking, keeping in touch with friends, sport and exercise, faith practices, volunteering, shopping, health and well being, caring for others, balancing home/work/home schooling, gardening, spending time or looking after pets, music, social media

ہم واقعی ایک نوجوان، والدین/دیکھ بھال کرنے والے، اسکول کی بندش کے دوران سیکھنے کے استاد کے طور پر آپ کے تجربات کے بارے میں جاننے میں دلچسپی رکھتے ہیں۔ ہم آپ کو وسیع تر ممکنہ معنوں میں سیکھنے کے بارے میں سوچنے کی ترغیب دیتے ہیں۔ آپ لوگ اس بارے میں سوچنا پسند کر سکتے ہیں: اسکولنگ کے تجربات (بطور استاد، طالب علم، والدین کے طور پر)، غیر رسمی سیکھنے، مشاغل، زندگی کے بارے میں سیکھنا، اپنے خاندان یا برادری میں حصہ ڈالنا، آن لائن کھیلنا، کھانا پکانا، رابطے میں رہنا۔ دوستوں کے ساتھ، کھیل اور ورزش، ایمانی طریقے، رضاکارانہ خدمات، خریداری، صحت اور تندرستی، دوسروں کی دیکھ بھال، گھر/کام/گھر کی تعلیم میں توازن، باغبانی، وقت گزارنا یا پالتو جانوروں کی دیکھ بھال

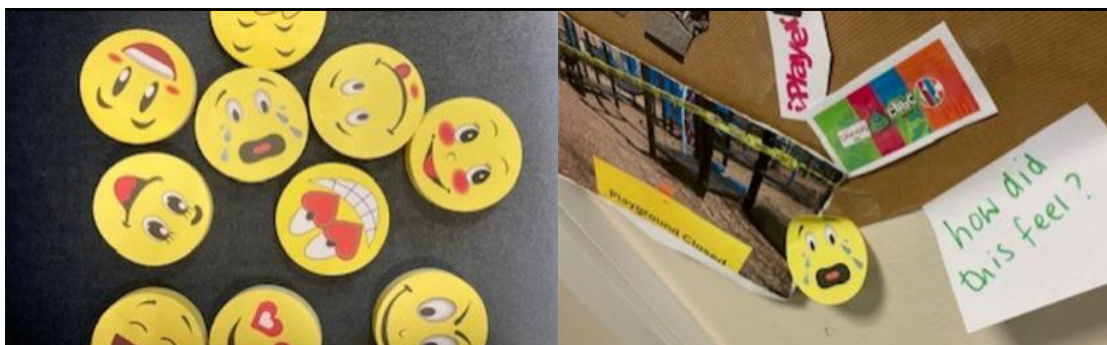
Stage 3 Exhibition



Supporting interaction

Artefacts are 'galleried' around the workshop space – make sure they are spread around the room in a way that allows individuals/groups to interact with them without over-crowding

Groups interact with the artefacts and register 'reactions' and 'questions' with post-it notes and emojis



Stage 4: Reflection and Review

Facilitating reflection and review

Move back into groups (parents, teachers, young people)

- What did you notice when you viewed the collages? What surprised you? What shocked you? What moved you? Made you feel happy/sad? Did you have any other strong reactions?
- How did you feel about other groups' reactions to your collages? What sort of questions have they raised with you?
- What have you learned about your experiences and the experiences of others through this process?
- What have you learned about learning? To what extent have your ideas about learning and what 'counts' as learnings evolved, changed or been challenged?

Stage 5: Plenary Discussion

Sharing the outcomes of reflection and review

Groups agree with facilitator the key issues and ideas that they would like to share with the wider group (keep these focused on young peoples' learning)

Facilitators share summaries with wider group

Opportunity for further discussion between groups

Making connection to and introducing maker-space workshops

Close

Role of the Facilitator

Role of the Facilitator

Facilitator should stay with their group for the duration of the mapping

The facilitator should:

- Keep the discussion focused around young peoples' learning
- take field notes to support later discussion
- listen and hear stories to give validation and ensure participants feel heard but make ethical decisions about which stories get shared with the wider group
- Prepare for the plenary sessions by agreeing with the group what they want to share with the wider group

Follow up work

Photograph all collages and contributions



Collate and comment on all data collected using the template below.

Ethical Considerations

Ethical considerations: working with young people, marginalized groups

Avoiding harm and providing benefit (possible risks: time lost, psychological or emotional distress, safeguarding, breach of confidentiality, negative impact from research report **but** can be fun, learning opportunity, collaborative opportunity)

Ensuring Informed consent, autonomy and working with gatekeepers (access letters, participant information and consent forms. Info sheets and consent forms can be emailed to parents who express an interest in participating so they could read/share them with their children and help them make a decision about whether they want to take part in the research. Children to understand they can withdraw at any time or change their mind about participating. Confirmation of consent ongoing and continually re-assessed)

Safeguarding (risks posed to young people and researchers)

Protecting confidentiality, anonymity and privacy

Minimising bias

Chapter 4 in Brady (2018) Social research with children and young people: a practical guide, Policy press

Ethical procedures
Gaining Consent - requirements

Appropriate Authority for School (in UK this is the Head teacher) – permission of access form – to access school sites and participants

Teachers – Participant information form and consent form and access form from head teacher

Parents – Participant information form and consent form and access form from head teacher

Children (under 18) – participant information & consent form

Participant information forms and consent forms in English and partner languages are available in the Co-Map sharepoint site at [CoMap Project Site GRP - IO2 and IO3 - Permission of Access and Consent Form - All Documents \(sharepoint.com\)](#)

1 Taking Field-notes

Field-notes should be a combination of **descriptive information** and **reflective information**. They are the researcher's responses **in the moment** to what is happening in the room.

Field-notes can be generated at multiple times in the session and should be as unobtrusive as possible so the facilitator can also engage with participants. This might mean having a notebook to the side that you use only when the situation allows for it. Field-notes can be written, sketched, use key-words or prompts that can be written up later. Taking field-notes shouldn't interrupt the flow of the session or be distracting to the workshop. Ideally, they should be written up shortly after the event when the memory and 'feel' of the event is fresh. Critical reflection can also be added later so a comprehensive set of field-note data is made.

There are no fixed set of 'rules' to taking field-notes. However, attention should be paid to the following areas.

Describe the space itself and how it is set out, how the resources are arranged and also the atmosphere of the space. This should happen at different points in time during the activity.

How do participants embody, move around, interact and use the spaces and the materials?

What are the patterns of interactions between participants? Who talks to who? How does the group work together? Independently or collaboratively? Does this change at different times during the session? Frequency of interaction? Direction of communication patterns (including non-verbal communication), patterns of specific behaviour events (e.g. collaborating on an aspect of the mapping or engaging in a particular discussion).

What conversations are generated during the 'making'? What themes/ issues/ concerns/ ideas emerge?

Is there anything that strikes you as interesting/ illuminating/ important/salient to the focus of the study about young people's learning in its broadest sense?

Are there any '**indigenous**' meanings and concerns of participants? These are uses of language, meanings and issues **specific** to the **local context** of participants' lives and **might only be understood within this context**.

Record, (either using direct quotes or close approximations or using keywords) the conversations that take place in the group. This should include non-verbal responses and 'how' things were said if there were particular emotions attached to meaning

Record the '**sensory**' aspects of 'making': speed, concentration, use of touch, laughter etc. and other emotional responses

Record any impact YOU had as a researcher on the situation

Record any impacts the workshop had on you – did it raise further questions? Offer new insights not previously considered? Suggest new ideas or ways of thinking?

2. Template for data summary

What did participants consider 'learning' to include /look like? (During the 'writing on walls' introductory activity)?

What themes/ ideas/ concerns emerged from the conversations that took place in your group during the mapping activity? How were these linked to the 'making'? (Data from field notes and supported by photographs)

What non-verbal/affective/emotional/embodied responses from participants were observed/ noted? (data from field notes)

What movement or interactions were noteworthy and why? (data from field notes)

Did the collages focus on particular images/ metaphors/ words? Were they constructed in a way that drew attention to particular ideas or reactions? (data from collages supported by photographs)

What did participants respond to during the 'gallery' activity? How did they respond? What comments/ reflections were made? What questions

were asked? (This data can be from field notes and supported by photographs).

What emerged during the plenary? What had surprised participants about their or others responses? Were there any new ideas or reactions that emerged? (From field notes)

Were there any reactions to the workshop itself from participants? (from field notes)

What surprising/ unexpected issues or ideas emerged from the field-notes? What further questions should the project consider/ explore?

Photographs. Take images of the space at all stages and of the collages in detail. Photograph the 'learning walls', any questions on post-its etc. No individuals should be identifiable from the images.

Evaluation Form

Please take a moment to respond to the following questions so that we may improve in our efforts to meet your needs.

Meeting Date: _____

Circle the rating that you wish to give each area of the meeting:

(1= Excellent, 2= Good, 3=Average, 4=Fair, 5= Poor)

1) Site:

- a) Location/Travel Distance 1 2 3 4 5
- b) Food 1 2 3 4 5
- c) Service 1 2 3 4 5
- d) Meeting Room 1 2 3 4 5

Comments/Suggestions:

(1= Excellent, 2= Good, 3=Average, 4=Fair, 5= Poor)

2) Meeting:

- a) Topic 1 2 3 4 5
- b) Usefulness of Information 1 2 3 4 5
- c) Take home value 1 2 3 4 5
- d) Length of meeting 1 2 3 4 5
- e) Interactivity 1 2 3 4 5

Comments/Suggestions:

3) Format:

- a) Was the scheduling convenient? ☐ Yes ☐ No
- b) Was there enough time to cover the topic? ☐ Yes ☐ No

4) Ideas for future meetings, suggestions, comments, etc

5) What did you find most useful and/or the most interesting takeaway in this event?
