

Workshop 011: International Community Media Expo – Collaboration

1 Activity – International Community Media Expo Engaging Participants

- Open the DMU Commons Wiki International Community Media Expo page.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- Open Talk on the DMU Commons <https://talk.our.dmu.ac.uk>
- Use the thread Community Media Expo Planning 2018 to share ideas about collaborative activities for the expo.
- Use the Community Media Expo category if you want to start other threads that are related.
- Review the information written and shared on the wiki about International Community Media Projects.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Projects

2 Discussion – International Community Media Expo Collaboration Ideas

- Use the whiteboard to develop a mind map of ideas related to approach that will be taken to encourage collaboration in the International Community Media Expo – i.e. the 5W's.
- Take extensive notes during this discussion – this is a point at which decisions are taken.
- Last week you established how people might participate in the expo.
- This week you need to establish **how you will encourage collaboration in the expo and what form this will take?**
- How would you define collaboration?
- What makes an activity collaborative, and what difference does the form of collaboration make?
- What forms of collaboration do you think are needed in the run up to the event, or at the event?
- Can you arrange for other organisations to hold events using different forms of collaborative activity?
- What information do you need to collect and share about these activities?
- How will these collaborative activities bring people together who would not normally work with one another?
- What is the best way to communicate with each of the different people and groups who might be undertaking activities?
- What forms of communication are available to you?
- How will you keep a record of the different types of people and groups you want to include, and what do they need to know about the activities you are proposing?
- What do you need to know about these people and groups, so you can share appropriate information?
- How will you keep a record of the forms of collaborative communication you have channelled to these people or groups?
- What will the forms of collaborative communication look like?
- If a correspondent wants to follow up from your communication, how can they do that, and who with?
- What happens if someone wants to opt-out of your communication process?
- How can you persuade people to propose and stage different kinds of activities?
- What forms of communication will be best to encourage people to discuss options that might have?
- What information do you need to give people, so they feel informed and understand what is taking place?
- When does the process of inviting people and communicating need to take place and be completed by?
- What tools can you use that will help to automate this process?
- Who will be undertaking what tasks?
- How does CiviCRM help undertake these tasks?

3 Activity – International Community Media Expo Activity Planning

- Open the DMU Commons Wiki page for the Expo.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- The information that you have agreed on above needs to be structured as separate organisational sections and activities on the wiki page.
- Divide the wiki page into sections, identify who will take responsibility for which activity.
- What is the likely timescale that these activities will need to be undertaken?
- Identify the themes and issues that you want the communication about the expo to include.

- How can you write this information so that a potential volunteer or guest speaker can read the wiki page and make sense of what is being planned and what they can expect from the forms of communication you are using?
- Log in and open the Expo 2018 page on <https://civic.our.dmu.ac.uk>
- <https://civic.our.dmu.ac.uk/projects/international-community-media-expo-2018/>
- What public information can you add to this page that you can use to advise volunteers, guests, supporters, participants, and so on, about the forms of communication that you will be using?

4 Research Activity – Evaluating Communication for Development Projects

- Visit http://www.betterevaluation.org/toolkits/equal_access_participatory_monitoring
- Open the link for **Module 3: Research and PM&E methods** (Lennie & Tacchi, 2013).
- http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_3_methods_for_publication.pdf
- According to Lennie & Tacchi (2013) It is “In order to collect useful and useable information (data) you will need to understand and use a range of (mainly) qualitative data collection methods, or tools.”
- Last week you looked at the core principles of setting objectives in a PM&E process, this week you will start to look at how these principles are applied as objectives in the **AC4SC Framework** [Assessing Communication for Social Change].
- If you want more detailed information on this process, look at the lecture notes for TECH3022 Social Media Practice that are available on the DMU Commons Wiki.
- https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Social_Media_Practice#Lectures_One_-_Twelve

5 Participant Observation and Field Notes

“Participant observation is a tool you can use at all times. It simply means being aware that everything you observe about, and do in your communities can provide useful research data. It can help you to understand the everyday lives of people. It is good if you interact with people in many different situations such as community meeting places and tea-shops, not just in formal group meetings or interviews. This participation and observation must be written about in what we call field notes. These field notes will record the details of what you did, who was there, what happened, what was discussed, and what you think about it.”

5.1 What do we mean by “observation?”

For our purposes, there are essentially two kinds - direct and participant observation:

- **Direct observation** is the practice of examining or watching places, people, or activity without interfering or taking part in what’s going on.
- The observer is the proverbial fly on the wall, often unidentified, who does nothing but watch and record what she sees and/or hears.
- A direct observation to see how people use a public park, for instance, might consist of one or more observers simply sitting in one place or walking around the park for several hours, or even several days.
- Observers might come back at different times of day, on different days, or at different times of year, in order to understand as much as possible of what goes on in the park.
- They might occasionally ask questions of people using the park, but in as low-key and unobtrusive a way as possible, not identifying themselves as researchers.
- **Participant observation** involves becoming to some extent part of the life of the people you’re observing – learning and taking part in their culture, their celebrations and rituals, and their everyday activities.
- A participant observer in the park above might introduce herself into the activities she observes – a regular volleyball game, winter cross-country skiing, dog walking, in-line skating – and get to know well the people who engage in those activities.
- She would also monitor her own feelings and reactions to using the park, in order to better understand how its users feel about it.
- she would probably ask lots of questions, and might well identify herself as a researcher.

6 Participatory Techniques

Participatory techniques are generally about:

- Mapping
- Grouping
- Ranking
- Comparing
- Sequencing

“Participatory techniques provide an opportunity to engage with individuals, groups, communities and institutions in a simple and participatory way. Most importantly, these techniques are good at getting local people to participate in identifying their own issues and solutions. The methods are very effective at helping participants to realise their own problems and constraints and are useful in generating consensus opinions quickly where agreed or group action is required.”

- **Think carefully about the questions you want your observation to answer.** You may be looking at people’s behaviour or interactions in a given place or situation, or the nature of social, physical, or environmental conditions in a particular place or circumstance. If you’re clear about what you want to find out, you can structure your observation to get the best information.
- **Where and whom should you observe to answer these questions?** You wouldn’t normally look for evidence of homelessness in the wealthiest neighbourhood in town, nor would you observe the residents of an Asian neighbourhood to find out something about the Hispanic population.
- **When and for how long should observation take place?** Observing commercial activity downtown on Sunday morning won’t get you a very accurate picture of what it’s actually like. You’d need to observe at both busy and slow times, and over a period of time, to get a real idea of the amount, intensity, and character of commercial activity.

“Participatory techniques involve the production of simple diagrams, charts and other ways of representing local conditions and relationships. Developed with participants through these techniques, these representations often provide a clear and simple way to communicate complex issues to others such as managers, local politicians and community leaders.”

7 Interviews – In-Depth and Group

Interviews can be **structured** or **unstructured**. In a strictly structured interview, the same questions in the same order are asked of everyone, with relatively little room for wandering off the specific topic. Semi-structured interviews may also be based on a list of specific questions, but – while trying to make sure that the interviewee answers all of them – the interviewer may pursue interesting avenues, or encourage the interviewee to talk about other related issues. An unstructured interview is likely to be more relaxed – more like a conversation than a formal interview.

- What form will your structured interviews take?
- Will you produce a fixed list of questions that you ask everyone you interview?
- If your interviews are semi-structures, how will you set and explore a topic that you want to discuss?
- How will you guide the conversation and discussion while encouraging the interviewee to tell their own story in their own words?
- What happens if a new topic for discussion emerges in the interview?
- How can you interview people as you go along? What ways can you record information and an account of a fleeting conversation?

There are many types of in-depth interviews that you might undertake:

Household interviews – literally, interviewing people in their homes, where they are comfortable, and where you can see and talk with them in their own space. You might be interviewing just one person, or several members of the household. These can be quite intimate and personal, discussions about interviewees’ feelings, their family relationships, their financial situation, aims, and so on.

Interviews with ‘key informants’ or community figures – for example, you might want to interview people from the local radio station, teachers, business people, religious figures, health workers or political figures. These interviews might take place in their offices, and will probably be less personal. One of your aims might be to find out how they understand the community and its problems from their professional perspective and experience, or what changes they have observed, which might be connected to listening to your programs.

Group interviews are sometimes called ‘focus group discussions’. They are different to in-depth interviews because they always involve more than one interviewee and are designed to generate discussion among the interviewees around a certain topic. It may be useful to have 6-10 people in each group who are of similar social status, gender, marital status and education to get the best discussion. Occasionally, it can be interesting to mix the groups to see what differences emerge.

- What are the best ways that you can interview people?
- What should you be thinking about before you interview someone?
- What is the purpose for each of the questions you will be asking?
- What kind of order will your questions take?
- How specific or how general should you be?
- How can you avoid asking a ‘leading’ question?
- How can you give the interviewee the space to respond to your questions?

8 Most Significant Change Technique

“Most Significant Change (MSC) is a tool that you can use to collect, discuss and select stories about the significant changes that people experience (directly or indirectly) as a result of listening to your radio programs and taking part in related activities. It involves people at different levels of your organisation, and in the communities you serve, discussing the stories and then selecting the stories they considered most significant.”

The ten steps to implementing MSC are:

- Step 1: Raising interest
- Step 2: Deciding on domains of change
- Step 3: Deciding on the reporting period
- Step 4: Collecting social change stories
- Step 5: Selecting the most significant stories
- Step 6: Feeding back results to key people
- Step 7: Verification of stories
- Step 8: Quantification of stories
- Step 9: Secondary analysis and monitoring
- Step 10: Evaluating and revising the system

- MSC involves participants sharing personal stories of change that are collected and interpreted at regular intervals of time.
- The stories are then analysed and filtered through various levels of an organisation until the stories that represent the most significant or important changes are selected.
- Outcomes of the story selection process and criteria for selecting stories are recorded and fed back to participants before to the next round of story collection begins.
- MSC aims to encourage continuous dialogue up and down the various levels of an organisation, from field level to senior staff and then back again.
- When this process works well, it can be a powerful tool for ongoing evaluation and learning.

- How would you go about encouraging participants to collect and share their stories?
- What would be a good setting for the collection of these stories?
- How would you facilitate a session in which you aimed to collect these stories?
- How would you record the stories that are being shared?
- How would you identify the themes that come from these stories?

- How would you assess the importance or relevance of these stories?

9 Short Questionnaire Surveys

- “Using qualitative assessment methods rather than purely data-based information is crucial to understanding many community issues and needs.
- Numbers work well to show comparisons, progress, and statistics of community efforts, but they cannot express motives, opinions, feelings, or relationships.
- This section discusses how to use qualitative assessment methods and when to implement them into community planning.”
- “Qualitative methods of assessment are ways of gathering information that yield results that can’t easily be measured by or translated into numbers.
- They are often used when you need the subtleties behind the numbers – the feelings, small actions, or pieces of community history that affect the current situation.
- They acknowledge the fact that experience is subjective – that it is filtered through the perceptions and world views of the people undergoing it – and that it’s important to understand those perceptions and world views.”
- **Quantitative methods** are those that express their results in numbers. They tend to answer questions like “How many?” or “How much?” or “How often?”
- **Qualitative methods** don’t yield numerical results in themselves. They may involve asking people for “essay” answers about often-complex issues, or observing interactions in complex situations.
- <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/qualitative-methods/main>

Short questionnaire surveys can be used for a range of purposes, including:

- To quickly get an idea of the differences in attitudes, opinions, knowledge and practices amongst different groups of people or people in different locations (such as rural and remote villages and towns).
- To identify the different information/communications needs, patterns, resources, skills, etc of people in different socio-economic groups. What are they interested in? What general problems concern them?
- To understand the listening patterns and preferences of different groups of people – for example, which segments of your programs people like the most and how often they listen to various radio programs.
- To gather other feedback on your programs and suggested improvements to your programs.
- For testing findings from other methods on larger numbers of people. For example, in-depth interviews are richer and generate more data but are time consuming and can only be completed with a small number of people. Through short questionnaire-based surveys it is possible to test whether some findings from other methods are true for a larger number of people, and if there are differences between groups of people.
- If you are going to undertake a survey of this kind, what format should it be structured in?
- How will you choose who will complete the survey?
- Will you have respondents complete the survey or will you complete it form them?
- What might be the issues involved in completing the survey – i.e. literacy levels?
- Are you asking the same questions of everyone?
- Are you rating issues in the same way?
- How will the answers and responses relate to one another?
- Will the responses change over time and in different circumstances?

10 Facilitation and Listening

“Facilitation is about helping people to understand and take part in a research and evaluation project. Facilitators help other people discuss something or use a research method. Facilitation is an important skill for successful research with groups of people from your communities. A facilitator is like the chairperson of a meeting, but a facilitator does not direct a group without the approval of all group members. All people in a small group can share the facilitator’s job, but one main facilitator is best for a larger group of more than four people. The facilitator explains the purpose of the group’s meeting and guides the group members’ discussions. A facilitator helps the group achieve the meeting’s goals, but does not influence or change the group’s decisions and answers.”

- If you are going to facilitate a group discussion, what will you need to account for and plan for?

- To what extent are the people involved in the discussion able to articulate themselves?
- What is the local cultural environment like, and will it affect how people share their concerns?
- What are the attitudes and values that you need to understand and account for?
- What is a suitable location for your planned activity?
- What tasks do you need to undertake when you facilitate a group session?
- How will you agree the way that the session will take place?
- What forms of language will you use or avoid using in order to encourage people to participate?
- How will you feedback to the group what has been discussed at the end of the session?
- In what way will you report each person's comments clearly?

11 Deepening and Improving your Data

- How can you deepen and improve the quality of the information and data that you collect?
- If you are using participant observation techniques, will you have sufficient raw material to analyse?
- How will you know if you have collected enough information?
- How will you untangle your first thoughts and your later thoughts?
- How wide-ranging should the type of people that you interact with be?
- How detailed and in-depth should the focus of your questions be?
- What listening techniques might you use to probe deeper into the concerns of the respondents?
- After initial discussions and conversations, how can you progress into a deeper and more thoughtful interview?
- How will you identify evidence that you can follow-up on to verify the claims and the issues that you have uncovered?

12 Activity – Blogging & Wiki Reflection Coursework B

- Visit the assessment criteria for Coursework B. [https://wiki.our.dmu.ac.uk/w/index.php/TECH3501_Community_Media_Leadership#Component B - Planning International Community Media Day .2815.25.29](https://wiki.our.dmu.ac.uk/w/index.php/TECH3501_Community_Media_Leadership#Component_B_-_Planning_International_Community_Media_Day_.2815.25.29)
- How will you write-up your research activities in your blogs, so that they illustrate and demonstrate the thinking, researching and planning that you are undertaking?
- What process of evaluation do you need to undertake to understand how the planning for the International Community Media Expo is proceeding?
- How will you undertake these evaluation tasks?
- How will you share your thoughts an insight about the principles you have established for the development of the expo?
- How will you keep a check of your progress?
- Are there any resources or support that you need to help along the way?
- What are your thoughts and feelings about this project and how it is being developed?
- What do you think will be a useful measure of success?

13 References

Lennie, J., & Tacchi, J. (2013). *Evaluating Communication for Development*. London: Routledge.