TECH3501-18 Community Media Leadership

Workshop 015: Impact Assessments

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 topic '**Community Media Expo**' 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 listed and identified 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 Development Evaluation	

- Use the whiteboard to create a mind map of the status of your planning for 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.
- Can you confirm a venue has been booked?
- Can you confirm an outline schedule for the day?
- Can you confirm who will be involved in undertaking activities during the day?
- Can you confirm who will be invited to participate in these sessions?
- Can you confirm that an outline of the event has been written up on https://civic.our.dmu.ac.uk/projects/international-community-media-expo-2018/
- Do you have sufficient information to maintain regular contact with the people that you want to invite to participate and contribute?
- Have you decided what form the activities you will be holding during the day will take?
- Have you identified how you will communicate with participants, supporters and visitors in the run-up to the day?
- Have you established any key issues that you feel are relevant to the participants and which will benefit from being discussed?
- What do you need to do, and how do you intend to communicate with potential participants that will encourage people to want to attend the events as collaborators?
- What do you need to do that will encourage your potential participants to communicate about the event with their networks and supporters?

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   Activity – CiviCRM Database Input
- Log-in to https://civic.our.dmu.ac.uk
- Locate CiviCRM on the dashboard.
- Locate the 'Configuration Checklist'
- Use the Configuration Checklist to ensure that the information contained in CiviCRM is up relevant and up to date.
- If there are any sections that you are unable to complete, note them and tag John and Rob in a post on DMU Talk using the Expo category (https://talk.our.dmu.ac.uk).
- Is each section of CIviCRM set up so that you can add data to the system in coming sessions?
- Who are you going to invite to the Expo?
- What contact details are you going to need?
- How will you communicate with people that you invite?

5   Research Activity – Evaluating Communication for Development Projects
- Visit http://www.betterevaluation.org/toolkits/equal_access_participatory_monitoring
- Open the link for **Equal Access Community Researcher Manual** (Lennie & Tacchi, 2013).
- http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_community_researcher_manual_for_publication.pdf

"This manual was developed for community researchers who undertake research for Equal Access. It aims to give you a good understanding of the research process, the different tools you can use to do participatory research with the community, and how to manage research data and prepare good quality reports"

5.1   Research Planning
Before you start your research, it is important to plan your activities well. Careful planning will help you to produce more useful findings that can help Equal Access make better radio programs. You should plan so that you make sure you are involving a broad range of people in your research. A research plan also helps to guide your research work and get it done within the time required. The first step in planning is to think about why you are conducting each piece of research.

- Is it to gather evidence of social changes that can be directly or indirectly linked to listening to the radio
- programs?
- Is it to collect feedback from the community about recent episodes of particular program and how they could better meet community needs?
- Is it to better understand the barriers to social change in your community?
- Once you are clear about the purpose and aims of your research you can begin planning your
- research and working out what you need to carry out your research plan. If you are unclear about the aims of your research, you should speak to your mentor at Equal Access as early as possible.

Each time you make a research plan you need to ask:
- Why am I doing this research?
- What information am I looking for?
- What methods are best suited to each research activity?
- Where will I carry out this research?
- Who will I involve in my research?
- What resources will I need?
- What risks could be involved in doing this research?
- How can I make the research results most useful to Equal Access?
- How can I make the research results most useful to my community?

6   Research Plan Example

Example of Research Plan

Research Questions:
- Who is involved in the setting?
- What are the criteria for identifying who is involved?
- What are the needs and aspirations of the people involved?
- How can the selected project contribute to social change goals?
- How are ICT and DIY-media techniques incorporated into the project?
- How is local content production prioritised?

Time Frame: 2 months

Research Team:

Research Area: Leicester

Methods	Number/Type/Partici-pants	Timeframe	Documentation
Meeting with staff and volunteers	Two times	First week & beginning of 8th week	Minutes Field notes Research draft
Collection of secondary data and sampling of the study area	Demography, education, housing, self-help groups and non-government organisations.	First week	Collate information and sort out issues. Field notes
Formation of faciliatory group	5 faciliatory groups for 5 clusters	First week	Field notes
Participant Observation	Ongoing	2 months	Field notes loaded on to the web site
Group Interviews	4		Notes and website
In-Depth Interviews	20 and 8 with service providers		Collate responses and transcript
Questionnaire Survey			Collate responses and transcript
Participatory Techniques: • Mapping • Ranking • Daily Activity Charts • Seasonal Calendars • Other Techniques depending on the field reality	Ongoing 35-50	6 weeks	Maps, diagrams, field notes, photos, transcripts
Community Group Meetings	2	Monthly information gathering and sharing	Field notes, minutes, research draft
Preparation of Final Research Draft	-	8th week	Research document

7   Tips on Developing Interview Questions

- Think about the people you will be interviewing before you develop your interview schedule. Your questions should be suitable for the specific people and situations involved in the interview. The way that your questions are worded should be appropriate and easily understood by all of your interviewees. Take particular care when your questions are on sensitive topics.

- Ensure that each question has a purpose. It is sometimes tempting to include a long list of questions in our interview schedules. However, if you have too many questions your interview may take too long and may not be completed. So you need to consider the purpose of every question and how it relates to the overall aim of the research. If the question is not relevant it should be removed.

- Order your questions in the best way. You should group each set of questions by the topic of the questions. The questions that are most important to your research should be put at the beginning.

- Ask general questions first. It is good to begin an interview with general questions about the interviewees' background. This could include their age, the type of work they do, their level of education, how long they have been involved in their listener club or organisation, and other relevant information. Sensitive questions about the interviewees' background should be asked towards the end of the interview.

- Avoid asking 'leading questions'. A leading question is one in which the answer is implied in the question and leads the interviewee to answer in a particular way. For example: 'What can our community do to discourage teenagers from drinking alcohol? assumes that the interviewee is against teenagers drinking alcohol.

- Ask one question at a time. It is better to ask two separate questions rather than asking two questions at the same time, which is likely to be confusing to your interviewees.

8   Tips on engaging the community and building rapport

- Use a range of communication methods to tell different groups about your research activities. They could include wall newspapers, short talks at community meetings, and an item on a local radio program. Use clear language and tell them about the benefits of the research to your community.

- Involve people who are passionate about change and community development. Such people should be able to help you identify research participants and to interest them in taking part the research. They will also help to generate enthusiasm about your research.

- Ask participants to introduce themselves. If participants do not know each other, ask them to say something about themselves and what they hope to gain from the activity. You could also ask a question such as: 'If you were not at this meeting, what would you probably be doing instead?'

- Aim to create a sense of community: Ask people to share responsibility for running the activity. Use people's names when you speak to them. Once you have created a sense of community and formed good relationships, everything should flow well.

- Begin group sessions with a story. Your story should have some relevance to the topic of your activity. Never tell participants the purpose of the story as your story could serve many different purposes.

- Check on missing voices. Ask participants to identify any people who are not present but could be affected by the issues discussed and any actions that you agree to take.

- Listen deeply and show respect and empathy. Encourage everyone to show respect for all opinions and ideas and to listen to each other carefully. Demonstrate a sense of caring and empathy for the problems and issues raised by participants and make eye contact with others. If you listen to others deeply it encourages trust and empathy and people are more likely to share their experiences freely and willingly.

- Include some active and fun activities: Try to include at least some activities that people really enjoy and enable them to actively participate and have some fun. For example, people often actively participate when they create community maps. The Division of Labour activity was also seen by some participants in the AC4SC research as 'entertaining'.

9   Research ethics

Doing participatory research can be difficult and challenging. For this reason you must be aware of the following important issues:

Explain yourself - Before doing any research activity you should tell people briefly but clearly:
- Why you are doing the research
- What you are trying to find out
- How you will use the information they give you.

Respect confidences - You must never tell people who are not involved in the research project what people from your community tell you.

Treating people sensitively – Some research activities may create strong emotions in the people who are involved. You and other people in the group may already have or may form close relationships. They must be treated sensitively.

Exploring sensitive issues - You must be prepared to explore sensitive issues in your research. You must respect other people's opinions and even if you disagree with them. You must understand other people's point of view and beliefs.

Never put people at risk - Reporting what people say and do can have real and serious consequences. You should think carefully about what could happen if others learn about what people said during your research activities. Our research is NOT more important than people's lives or livelihoods.

Never put yourself at risk - You must be aware of dangerous situations and you should not put yourself in danger.

Seek approval - If you attend a community meeting or event and want to use some of the outcomes from that meeting or event in your research reports, make sure that you have permission to do so.

Respecting anonymity - You must always ask participants if they are willing to have their name used in research reports or other documents.

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10   Activity – Blogging & Wiki Reflection Coursework C
- Visit the assessment criteria for Coursework C: https://wiki.our.dmu.ac.uk/w/index.php/TECH3501_Community_Media_Leadership#Component_C_-_Running_International_Community_Media_Day_.2830.25.29
- How will you write-up your planning 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 and organising 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?

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11   References

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