

Companion Website Materials

Roberta Hawkins

Chapter: Building Critical Development Research Skills Through Co-learning and Practice

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A note from the author:

The materials below were used to teach a Masters-level GDS course on Research and Analysis in a Development Context in 2022 at the University of Guelph, Canada. Please feel free to use any of these materials for your own teaching. If you do, please include a note like the following:

These materials/assignments were created by Roberta Hawkins in 2021 at the University of Guelph, Canada and are used with permission.

I'd also appreciate it if you would e-mail me to let me know they are being used:

rhawkins@uoguelph.ca

Course Outline

**IDEV 6300 – Research and Analysis in a Development Context
Guelph Institute for Development Studies, University of Guelph
Dr. Roberta Hawkins**

Course Description

This two-semester course prepares students to conduct research in a development context. It emphasizes power relations and supports students as they reflect on their own positionality and the development context of their research. Through reading, discussion and practice, students develop skills in areas such as: scoping research questions, data collection, data analysis, navigating ethical complexities and knowledge mobilization. There will be an emphasis on reflective writing and on communicating development research and analysis to diverse audiences.

Learning Outcomes

By the end of this course, successful students will be able to:

1. Critically reflect on their position as researchers in a development context
2. Formulate research questions
3. Practice and reflect on data collection techniques
4. Practice and reflect on data analysis techniques
5. Consider ethical and other research dilemmas specific to development contexts by analyzing 'real-world' examples
6. Understand best practices for knowledge mobilization
7. Clearly communicate research results visually to relevant audiences
8. Practice descriptive and reflective writing in relation to their own Masters research

Assessment

Item	Description	Due dates	% of final grade
Participation	Class attendance, speaking, listening, engagement, participating in activities	Ongoing	25%
Homework*	Homework assignments fully completed with attention to detail, comprehension, engagement	Ongoing	45%
Assignment 1	Essay on reflexivity and positionality in research	Between October 1 st and December 10 th	20%
Assignment 2	Infographic	Between Jan 14 th and April 8 th	10%

Please be aware that class attendance is mandatory unless extenuating circumstances arise. Also be aware that you will be assigned reading and homework activities that must be completed before each of the classes as we will be using the homework activities in our class sessions.

All of the instructions for the homework activities are listed below and you are welcome to start them at any time. All homework is due the Monday before classes at midnight submitted to CourseLink dropbox.

This course is designed with practice in mind. By that I mean, we will not deeply engage with the theory behind a particular research approach or delve into many examples of how others have used it in the field. Instead, we will focus on the practices and techniques of data collection and analysis. You may wish to save any readings that you find particularly useful so that you can refer to them again in the future as you complete your own research projects.

Everything you need to succeed in this portion of the course can be found on CourseLink including Zoom links to our virtual seminar classes, readings, activity sheets and the Dropbox where you can submit assignments.

Assignment #1

IDEV 6300 Assignment 1 - Power, positionality and research
Dr. Roberta Hawkins

Guelph Institute for Development Studies, University of Guelph

Purpose: The purpose of this assignment is to guide you through a series of reflections about your own subjectivity (identity) and positionality as it relates to your role as a Development Studies student and researcher. The reflexive practices you complete for this part of the course can be used in many different professional, academic and even personal settings.

Learning Objectives

By the end of Part 1 of the course students will be able to:

1. Critically reflect on their position as researchers in a development context
2. Practice descriptive and reflective writing in relation to their own Masters research

Introduction: It is very likely that you have already done some reflection on your positionality as a student and researcher since this is a common practice in many of the disciplines in which you are being trained. Reflecting on identity and power is often seen as particularly important in Development Studies because unequal power dynamics can be very acute between researchers/practitioners and participants. This is true for ALL Development Research and not just for those studies where researchers go 'to the field'.

To complete this part of the course please follow the instructions below (in the order they are laid out)

If you have any questions about the instructions please post them to the discussion board on CourseLink or send me an e-mail to set up a virtual meeting.

1. Watch:

The video lecture on CourseLink that goes over some of the main theoretical and practical components of this part of the course.

If you have not heard of the concept 'intersectionality' before or would like a refresher on it, please watch this TED talk:

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-3189

2. Do All of the following readings:

1. Sato, C. (2004). "Chapter 6 A self-reflexive analysis of power and positionality". In *Women, Literacy and Development*, 1, 100.

2. Pacheco-Vega, R., & Parizeau, K. (2018). Doubly engaged ethnography: Opportunities and challenges when working with vulnerable communities. *International Journal of Qualitative Methods*, 17(1), 1609406918790653.
3. Philpott, J. (2010). Training for a global state of mind. *AMA Journal of Ethics*, 12(3), 231-236.
4. Soedirgo, J., & Glas, A. (2020). Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge. *PS: Political Science & Politics*, 53(3), 527-531.

3. Do one or more of the following readings (you might choose a reading based on the methods you plan to use in your research or based on personal interest):

1. Crabtree, S. M. (2019). Reflecting on reflexivity in development studies research. *Development in Practice*, 29(7), 927-935.
2. Gieseeking, J. J. (2015). Useful in/stability: The dialectical production of the social and spatial Lesbian Herstory Archives. *Radical History Review*, 2015(122), 25-37.
3. Mullings, B. (1999). Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting. *Geoforum*, 30(4), 337-350.
4. Pousti, H., Urquhart, C., & Linger, H. (2020). Researching the virtual: A framework for reflexivity in qualitative social media research. *Information Systems Journal*.
5. Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An international E-journal for Critical Geographies*, 6(3), 374-385.
6. Watt, D. (2007). On becoming a qualitative researcher: the value of reflexivity. *Qualitative Report*, 12(1), 82-101. [this is about using a research journal]

4. Reflexivity Activities:

Complete the reflexivity activities as they are described in the lecture video. Anything you need for the activities can be found on CourseLink. The purpose of the activities is to help you disentangle your various subject positions (identities) and help you figure out which ones might matter more or less for the research you are engaged in or planning. The goal is to reflect on your positionality and how that situates you within certain power dynamics in the context of your research and as a Development Studies student.

The reflexivity activities to complete:

1. The social identity wheel worksheet (adapted from: <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>)
2. The readings and thinking about privilege (based on Peggy mackintosh's invisible backpack)
3. Why are you here journaling (asks questions about your goals based on Philpott reading)
4. Active Reflexivity questions (from Soedirgo, J., & Glas, A. reading)

Privacy and Confidentiality: ***You do not have to submit these activities.*** They are meant to be background activities that set you up to write the reflective paper. While I will keep your paper confidential, please know that you do not have to share anything in the reflective paper that you submit that you are not comfortable sharing.

5. Reflective Essay:

Write a reflective essay that is between 5 and 6 pages double-spaced. Use the following questions to guide your paper:

- a. Which of your various subjectivities are most relevant in your role as Development Studies student and/or researcher?
- b. How may this subjectivity/these subjectivities offer challenges or opportunities to research design, data collection, data analysis and/or communicating results?
 - c. What might you do to mitigate any power imbalances that may occur due to your positionality?
- In your essay please draw on your experience doing the assigned activities.
- In your essay please draw on the assigned readings (and cite them). Consider drawing on the approaches and analytical frameworks that these authors use as one way to organize your own paper. If you need to cite the lecture materials you can cite: Hawkins, R. 2021. "IDDEV 6300: Power and Positionality in Development Research" Class Lecture at the University of Guelph.
- Even though this is a more personal and reflective writing assignment, it should still be written professionally in that it is well organized, structured and cited. You can use first person "I" throughout the paper. Please see the rubric below for more guidance.

SUBMIT YOUR REFLECTIVE ESSAY FOR GRADING IN COURESELINK DROPBOX

The reflective essay is due anytime between October 1st and December 10th at midnight. I will grade your paper within three weeks of submission.

If you need an extension on the due date please speak to the instructor as soon as possible.

Grading Rubric

Total = /25 (20% of grade)	5/5	4/5	3/5	2/5	1/5	0/5
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Organization: Paper has a clear introduction, conclusion, purpose and is well structured.						
Content 1: Student demonstrates a good understanding of positionality and its importance in research/scholarship. Student illustrates how this applies to their own experiences/plans as a scholar.						
Content 2: Student shows a good understanding of assigned readings and uses their conceptual and practical points to strengthen paper.						
Content 3: Student has clearly completed the reflexivity activities and incorporate the insights thoughtfully into the paper.						
Style: Paper is clearly written with no spelling or grammar mistakes. All claims are referenced properly and there is a bibliography included.						

Assignment # 2

IDEV 6300 Assignment 2 – Creating an Infographic **Dr. Roberta Hawkins** **Guelph Institute for Development Studies, University of Guelph**

Worth 10% of final grade

Due Between Jan 14th and 11:59pm April 8th

Introduction:

As you know, there are many ways to share the knowledge gained from research with audiences within and beyond academia. In this module you will learn more about one of them – Infographics – and then create an infographic of your own. The reason I chose infographics for this module instead of the other forms of knowledge mobilization is because you are already doing a lot of writing for this class and the opportunity to communicate visually for a change could be refreshing (I hope!). On CourseLink I will provide the resources I have collected on effectively designing other forms of knowledge mobilization (op-eds, policy briefs, podcasts) so that you can read them or keep them for your files if they will be relevant to your specific research knowledge mobilization goals.

Note: The readings for this module include infographics and data visualization. It's important to note that they are not quite the same thing; while infographics are about telling a visual story (which may or may not include data and numbers), data visualization is the process of turning data into visuals. Data visualization can easily become quite a bit more complex, but we have included a few resources anyway since infographics will often include some forms of data visualization (and this may also help you represent data visually in your own work).

Watch/Listen: Check-out the powerpoint lecture (with audio) by our guest speaker explaining the purpose and design goals around infographics.

Read:

1. Stones, C., & Gent, M. (2015). *The 7 G.R.A.P.H.I.C. principles of public health infographic design*. Retrieved from https://improvementacademy.org/documents/Projects/air_quality/The%20%20Graphic%20Principals%20of%20Public%20Health%20Infographic%20Design.pdf
2. Wolf, R. (2014). "Data Visualization: A practical guide to producing effective visualisations for research communication". RESYST Consortium London School of Hygiene & Tropical Medicine.
3. WDG Public health documents "Chart Chooser" and "Chart design checklist"
4. Document with tips for creating an infographic using powerpoint
5. Optional: Check out CourseLink for a list of resources about other forms of knowledge mobilization outputs (including: policy briefs, op-eds and podcasts).

Task: Create an infographic that communicates the findings/argument of one research article.

1. Choose one academic research article that you are familiar with and that you would like to work with for this assignment.
SUBMIT THE RESEARCH ARTICLE YOU ARE USING FOR MY REFERENCE.
2. Guided by the readings and lecture, *create an infographic that communicates the main messages of the research article*.
 - a. The research article must be cited somewhere on your infographic but you do not need in-text citations. It will be understood that all of the information on the infographic comes from that one article.
 - b. While you can create an infographic or poster using Excel and PowerPoint, you can also use one of the many online design software options. Most of these also provide tutorials and examples:
 - i. Infogr.am – for design of interactive data visualizations (charts & infographics)
 - ii. Canva – for design professional layouts and graphics using a drag-and-drop technique
3. Your infographic will be assessed on:
 - a. How clearly your infographic communicates the main points/findings of the article you selected
 - b. How well your infographic design meets the goals you outline in your descriptive paragraph for this assignment (e.g. main message, point of intervention, desired audience – see #4 below)

c. The elements of an effective infographic: message, content, design (from our guest powerpoint lecture) and G.R.A.P.H.I.C from the Stones and Gent (2015) reading – these will be assessed as applicable to your subject/goals.

SUBMIT YOUR INFOGRAPHIC FOR GRADING.

4. Write a short descriptive paragraph (less than one page single spaced) that answers these questions:

- a. What are your main goals of producing your infographic (what main message are you trying to get across and/or what results do you hope your intervention yields?)
- b. What audience are you trying to reach?
- c. What specific design and content decisions did you make to address these goals and audience(s)?

SUBMIT YOUR DESCRIPTIVE PARAGRAPH FOR MY REFERENCE.

Detailed class descriptions and homework

Class 1. Sept 15th, Introductions

We will use this class to introduce ourselves to one another and learn more about what to expect from the year ahead for this course.

Before Class:

Fill out the introductory survey found at this link below before Monday Sept 13th at midnight

[The survey the students filled out asked them about their plans for their Masters research – e.g. intended methods, data analysis techniques, audiences; their career goals after graduating and any specific skills they hoped to improve through the course. It also included a question: “Is there anything else you want to tell me?”]

During Class:

Please come prepared to share a little bit about yourself and engage with other students.

Class 2: Sept 29th, The role of research in development

The purpose of this class is to consider the role of research in Development Studies and to consider different types of and purposes of research.

Before class:

Read:

1. Laws, S., C. Harper, N. Jones, and R. Marcus. (2003). "Chapter 2: How is research used in development work?" *In Research for Development: A Practical Guide*. London, UK: SAGE. Pp 25-48.
2. Murray, W., & Overton, J. (2014). Designing development research. In R. Scheyvens *Development field work*. SAGE Pp. 19-38.
 - Read from beginning of chapter and stop reading at the subtitle "How can I think of a research topic?" (pages 1-6 of PDF). Feel free to skim the rest though – lots of great info in here!

Homework activity: Reading reflection

Due by Monday September 27th at midnight in CourseLink Dropbox

Write and submit a reading reflection that is between half a page and one page long (single-spaced). In the reflection answer the following questions:

1. After doing the assigned reading summarize the role(s) of research in development in your own words.
2. How would you situate your own research (or research you are familiar with in your discipline) in the context of these readings? [For example, can you identify where your research fits on Figure 2.1 in Laws et al. or Box 2.1 or 2.2 in Murray and Overton?]

During class:

Be prepared to participate in a discussion-style seminar about the readings and your own experiences related to the role of research in development.

Class 3: October 27th, Research Design – Crafting research questions

The purpose of this class is to practice designing research questions. There are two options below: option one is for those of you who would like to work on designing and refining your own research questions for your Masters work. Option 2 is for those of you who would not find that useful and can instead practice designing research questions for a topic that I have chosen. For both options you will need to read the case study in order to be able to understand the conversations and activities that we will use during the class.

Before class:

Read/Watch:

1. Video: Developing a research question, Laurier University Library:
<https://www.youtube.com/watch?v=1oJNO6PYZe4>
2. Murray, W., & Overton, J. (2014). Designing development research. In R. Scheyvens *Development field work*. SAGE Pp. 19-38.
 - a. Read pg 26 – 30 (How can I think of a research topic? □ to Box 2.5) Feel free to skim the rest though – lots of great info in here!
3. Case study: Quinoa: Good, evil or just really complicated? (everyone should read this for context to Option Two)
<https://www.theguardian.com/environment/2013/jan/25/quinoa-good-evil-complicated>

Homework activity:

Due by Monday October 25th at midnight in CourseLink Dropbox

OPTION ONE:

1. Based on the research you have planned for your Masters degree, fill out the “Designing Research Questions Activity Sheet” (found in **Appendix 1**) and submit it to CourseLink Dropbox. [note: this is just for practice, if your Masters project completely changes after this it is totally fine, you are not bound in any way to these research questions!]

OPTION 2:

2. Based on the case description above, fill out the “Designing Research Questions Activity Sheet” (found below) and submit it to CourseLink Dropbox. Since this is an activity for practicing research question creation, you do not need to do any additional information about this case. You can make assumptions to the best of your ability about the scenario in order to create good research questions.

During class:

Be prepared to share your research questions with classmates and receive and provide constructive criticism on how to improve research questions. We will discuss best practices for question design and next steps in terms of broader research design.

Class 4: November 10th, Research Design – Grant Writing and Communication

The purpose of this class is to learn more about best practices in grant writing. Grant writing is crucial to fund academic research and it is also very common to encounter in government, non-governmental and consultant sectors. Some keys to good grant writing include clear research design, and the ability to communicate the relevance and urgency of a research question to a broad audience. We will consider best practices in grant writing by working through some examples of successful research grants.

Before class:

Read through some of these resources on best practices in grant writing:

- <https://www.uoguelph.ca/research/for-researchers/funding/apply/tips/grant-writing-resources>
- <https://www.sheffield.ac.uk/rs/bid>
- <https://writing.wisc.edu/handbook/assignments/grants-2/>
- https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/grant_writing/grant_writing_in_the_sciences_writing.html

Homework Activity: Identify Strong Grant Writing Techniques Used

Due by November 8th midnight in CourseLink Dropbox

- Carefully review the two grant excerpts posted in CourseLink. These are donated from professors at the University of Guelph.
- Based on the resources above and the evaluation criteria information sheet for SSHRC grants, make a list of, or highlight the places where the applicants excelled. Try to be specific in your analysis of the grants: where did they use techniques mentioned in the resources? Where and how were they concise and clear? Where is the relevance and urgency of the issue discussed? How did they make their research design clear? How did they specifically meet some of the adjudication criteria listed for each grant?
- You should also highlight/list areas of the grants where you feel improvements could have been made.
- Submit your marked-up grants/lists with your comments to CourseLink Dropbox.

During class: Come to class prepared to discuss your impressions of the grants in terms of both research design and communication style. We will pay specific attention to how exactly the writers did a good job of highlighting the relevance and urgency of the issue and clearly delineating a research design.

Class 5: November 24th, Data Collection – Media Analysis

The purpose of this class is to practice designing the data collection phase of a research project. Since many of you are using secondary sources such as documents, discourse, media, etc. for

your research we will work independently and together to consider the various practical considerations that are necessary when doing this type of research. The goals of this class are to consider concise and clear research design and to start thinking more broadly about decisions that are necessary as part of data collection in a research project. You will not be expected to become an expert in research design or data collection. This is more of an exploratory exercise to see what researchers planning to do a media analysis should consider.

Before Class:

Watch short video lecture on research design [*This is a video I made summarizing main points of the recommended readings*].

Recommended Readings:

These readings are optional because they will be reviewed in the lecture video.

1. Stewart-Withers, R., Banks, G., McGregor, A., & Meo-Sewabu, L. (2014). Qualitative research. In R. Scheyvens *Development field work* (pp. 59-80). SAGE Publications, Ltd,
 - a. Read from the section “Analyzing Qualitative Data pg 13 of PDF to the end of the chapter.
2. Hodgetts, D. & Chamberlain, K. (2014). Analysing news media. In *The SAGE handbook of qualitative data analysis* (pp. 380-393). SAGE Publications Ltd, (Focus on the steps the authors outline).
3. Sumner, A., & Tribe, M. A. (2008). “What is Rigour in Development Studies?” *International development studies: Theories and methods in research and practice*. Sage.

Homework Activity: Data Collection Plan Worksheet

Due by midnight November 22nd in CourseLink Dropbox

Fill out and submit the data collection plan worksheet for the fictitious research project for Climate Strike Canada (**Appendix 2**).

You do not need to do any additional research in order to complete this activity. This is meant to be more of a brainstorming and exploratory exercise that will help foster discussion when we meet in class.

During class:

We will discuss/compare our data collection plans. Attention will be paid to specific questions and challenges we faced in decision making and collectively brainstorming how we might overcome those challenges in our own research.

Class 6. Jan 20th: Data collection – Interviews

The purpose of this class is to concentrate on the practical aspects of designing and conducting an interview, as one common form of qualitative data collection. Even if you do not plan to use

interviews in your own Masters research it is very likely that you will encounter them as researchers or participants in many professions.

Read:

1. Mikkelsen, B. (2005) "Data Construction and Analysis of Qualitative Data" In *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE: New Delhi pp 156-198
- a. (READ from "Interviews – a key source of data" to "notetaking" /Pages 15-30 OF PDF Chapter document)
2. Laws, S., C. Harper, N.Jones, and R. Marcus. (2003). "Seven Key Research Techniques" In *Research for Development: A Practical Guide*. London, UK: Sage.
- a. (READ from "Seven Techniques to beginning of "focus groups" sections PAGES 1-13 OF THE PDF Chapter document)
3. Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, 15(3), 754-760.
4. McGrath., C., Per J. Palmgren & Matilda Liljedahl (2019) Twelve tips for conducting qualitative research interviews, *Medical Teacher*, 41:9, 1002-1006.

Homework Activity: Design an Interview Guide

Due by 11:59pm on Monday Jan 17th in CourseLink Dropbox

1. You have been hired by the University of Guelph to design and conduct interviews with current students about the "Internationalization of the University of Guelph" (see background information below). The University would like you to conduct interviews with current students to answer the research questions: *What experiences do University of Guelph students have with the Internationalization of the University and how do these experiences enhance their learning experiences, if at all?*
2. Following the advice in the readings you did, **design and submit an interview guide which includes 10 to 15 questions that you will ask a participation to answer the research questions described above and an introductory/welcome statement and a closing statement that you will read to the participant.**

Background Information: Internationalization includes things like: hosting international students and visitors, hiring international faculty, conducting international research, teaching about international issues and organizing student exchanges and international opportunities. According to the [website](#) "The University of Guelph has been committed to Internationalization for over 150 years. International students were studying at Guelph from as far away as the West Indies in the late 1800s. Since then our international student population has grown considerably and international research and development activities span the globe. International dimensions can be found in all aspects of the University of Guelph's strategic framework – Our Path Forward – an institutional planning document that describes who we are, where we will focus and how we will move forward as a University. Internationalization is

especially pertinent to the themes of, Connecting Communities, Nurturing a Distinctive University Culture and Stewarding Valued Resources”.

During Class:

Bring your interview guide to class and be prepared to use it!

Class 7. Feb 3rd: Analyzing Interview Transcripts

The purpose of this class is to allow you to practice inductive qualitative data analysis (grounded theory) of interview transcripts. While we'll focus on interview data, the readings and processes you use here can also be applied to focus groups, media, social media and other forms of document or discourse analysis. Part of the reason this class is designed this way is because of my own experiences as a student researcher. When I was a student I found it really frustrating that published articles never mentioned anything precise about *how* interview transcripts were analyzed but usually just mentioned in their methods sections that interviews were done and then analyzed using a qualitative software program (e.g. Nvivo). I was always looking for actual tips on what to do once I had a transcript in front of me. I've since learned that qualitative data analysis can take many forms and depends largely on the goals of the project. That said, there are still systematic practices that we can follow to make sure our interview data analysis is thorough and trustworthy and the results reflective of what people are saying.

Before Class:

Short lecture video on qualitative data analysis

Read:

1. Saldaña, J. (2016). *The coding manual for qualitative researchers*. Sage.
 - a. (Focus on the description of writing an analytical memo pg 41-50 but consider reading/skimming chapter 1 and all of chapter 2 if you will be doing coding for your thesis or if you are new to the idea of qualitative data analysis).

Optional/Recommended Readings:

2. Mikkelsen, B. (2005) "Data Construction and Analysis of Qualitative Data" In *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE: New Delhi pp 156-198
 - a. (READ from "Analysis and Interpretation of Interview-based data: through "Box 5.13" Pages 30-35 OF PDF Chapter Document)
3. Laws, S., C. Harper, N.Jones, and R. Marcus. (2003). "Analysis" In *Research for Development: A Practical Guide*. London, UK: Sage.
 - a. (READ PAGES 1-32 OF THE PDF Chapter Document)

Homework Activity: Coding Interview Transcripts

Due by 11:59pm Monday Jan 31st in CourseLink Dropbox

1. Access the interview transcripts excerpts I have posted online. These transcripts are from a research project where ***the aim of the project was to investigate the embodied work-lives of academics over time***. The transcripts you will read are excerpts of interviews with the same participant in 2009, 2014 and 2019. The aim of the interview was to learn about her work-life balance and to learn about how she experienced her position in academia in an embodied way based on her identity and positionality.
2. **Your task is to code these transcripts.** Use the readings to guide you in deciding what steps to take. How many rounds of coding to do and what type of coding to do. Figure out some sort of colour or comment system so that you can submit a digital version of the coded transcript (you could even take a photo of it if you want to code a hard copy). Submit the coded transcripts to be graded. □ please note I cannot see comments attached to word document on dropbox, so if you use that option you will need to convert the file to a PDF so I can see the comments.
3. **Write an analytical memo** about your data analysis experience thinking of analytical memos as “sites of conversation with ourselves about our data” (Clarke, 2005, p. 202 in Suldaña, 2015). Choose ONE of the following suggestions from Suldaña (pg 44-45) to focus on for the memo. The analytical memo should be less than 1 page single-spaced.
 - a. Reflect on and write about your code choices and their operational definitions.
 - b. Reflect on and write about emergent patterns, categories, themes, concepts, and assertions.Submit the analytical memo for grading

During Class: Come to class prepared to share your coded transcripts, discuss main themes in the data and discuss your experience of coding.

[Note to reader: I don't reveal this “after class” part until after the class so the students don't know which project they are coding transcript from].

After Class: If you want to you can read the papers that resulted from the interview transcripts you just analyzed to see how the data was used in the eventual publications.

Hawkins, R., Manzi, M., & Ojeda, D. (2014). Lives in the making: Power, academia and the everyday. *ACME: An International Journal for Critical Geographies*, 13(2), 328-351.

Manzi, M., Ojeda, D., & Hawkins, R. (2019). “Enough Wandering Around!”: Life trajectories, mobility, and place making in Neoliberal Academia. *The Professional Geographer*, 71(2), 355-363.

Manzi, M., Ojeda, D., & Hawkins, R. (2024). Creating “wiggle room”: Spaces of care and possibility within the neoliberal academy. *Geoforum*, 149, 103962.

Class 8. February 17th: Analyzing Ethical Dilemmas in Development Research

The purpose of this class is threefold. First, we will use the recorded videos and information within them to get to know some of the Professors and research in the GIDS program. Second, we will use the ethical dilemmas presented in these videos to discuss ethics in development research more broadly in our class discussion. Finally, we will take the opportunity of watching these videos to practice a type of deductive content analysis. This is one form of data analysis that you may use in your own research or in future professional work. A deductive approach to qualitative data analysis commonly starts with a pre-determined set of codes. Usually these codes are drawn from theory or the relevant academic literature. In this case, I will supply codes for you to look for within these videos. I draw these codes from many readings of Ethics in Development Research over the years, I specifically reviewed these two chapters for this class (they are available through the library but are not assigned as part of this class due to timing). Laws, S. et al., 2003. "Research Ethics" In *Research for Development: A Practical Guide*. London, UK: Sage.; Milkensen, 2005. "Chapter 8: Conclusion on Ethics and Interventions" In *Methods for Development Work and Research a new guide for practitioners*. SAGE: New Delhi

If you are unfamiliar with qualitative data analysis you may wish to review the optional readings from Class 2.

Before Class:

Watch the 4 videos recorded with Development Studies Faculty found on our course website.

Homework Activity: Fill our Analysis Chart on Ethical Dilemmas

Due by 11:59pm Monday Feb 14th in CourseLink Dropbox

As you watch the videos, fill out and submit the coding chart (**Appendix 3**). Note that this is practice in deductive coding and data analysis (sometimes called content analysis). In the chart you will be asked to count how many times specific themes emerge in the videos and to provide examples of how those themes emerge (direct quotes or paraphrased descriptions of situations).

During class: We will discuss the major themes arising from the videos and the process of coding them (data analysis practices). We will also more broadly discuss the ethical dilemmas that arose and the researchers' responses to them.

For your information: Details of interview invitation and organization

Here is a copy of the email I sent to faculty inviting them to participate in these interviews. I share all of this with you for two reasons: first, so you can see an example of clear instructions and a clear ask of interviewees; and second, so you can see that I gave faculty members some suggested topics to consider and a list of interview questions ahead of time. This may help you

interpret the videos of these interviews when you watch them (or at the very least understand why they are so concise and I didn't have to ask many questions as an interviewer).

Dear [Name]

I'll be teaching "IDEV*6300 - research in a development context" next semester. Something I would like to include in the course are examples of 'real life' research dilemmas that faculty have faced when conducting research. I'm writing to see if you would be willing to participate in a short interview with me, scheduled at your convenience.

In the interview I will ask you to tell me about a specific research dilemma you have faced, what happened and what you did in response.

Details:

- The video interview will be about 20 minutes long
- The research dilemma you choose to discuss can be about any part of the research process (see below for ideas)
- I will ask you the questions below as part of the interview

Please let me know if you are available and willing to participate in this and suggest some times that will work for your interview over the next few weeks.

Thank you very much for considering this request!

Roberta

Possible research dilemma themes:

technical (loss of data on hard drive);
cultural (issues of translation or misunderstanding);
methodological (method doesn't work or capture what you expect);
ethical (concern about researcher positionality or power);
political (lack of access to participants or policy makers);
communicative (dealing with conflict among community or research team members);
personal (friendships and relationships 'in the field');
procedural (following REB guidelines as research changes in real time);
environmental (facing difficult weather or poor accessibility);
collaborative (working with corporate or NGO partners);
analytical (poor data availability for analysis);
conceptual (framing your research questions in a way that misaligned with community/local interpretations);
or of any other type...

Interview Questions:

1. Please set the stage for the research dilemma you will talk about - what was the research project, where were you and what was the goal?
2. What research dilemma did you face? Please be specific. Try to avoid telling me what happened next/solutions.
3. What happened after that dilemma - how was it resolved (if it was)?
4. What would you do differently next time, if anything? [If time permits in interview]

Class 9. March 10th: Focus Groups and Facilitation techniques

In this class we will work together to practice some common group facilitation techniques. These can be used for data collection (e.g. in a focus group), group data analysis, knowledge mobilization, or more general strategic planning workshops, meeting coordination etc. In seminar and class situations these may be referred to as active learning activities used to lead and encourage class discussions. Bottom line: Developing your skills in facilitating workshops and group discussions can be very useful!

Before class:

Read:

Explore all of the following websites (after you read the homework instructions below). The websites includes tips for facilitation and some of them have templates for facilitation plans. The websites also list various facilitation activities (e.g. think-pair-share/1-2-4-all; four corners; TRIZ; 9 whys; brain drain; how, now, wow), how to do them and when/why to use them.

- McGill University Skills21 facilitator guide and activities: <https://www.mcgill.ca/skills21/facilitator-guide/about>
- Liberating Structures: <https://www.liberatingstructures.com/ls-menu/>
- Seeds for change: <https://www.seedsforchange.org.uk/shortfacilitatingworkshops>
- Session lab: <https://www.sessionlab.com/library>

Homework Activity:

Due by 11:59 9:00 am by March 7th in CourseLink Dropbox

You have been hired by the Guelph Institute of Development Studies (GIDS) to host a three-hour focus group workshop with graduate students. By the end of the workshop the GIDS Director would like you to have an answer/answers to the following question:

What qualities should a successful graduate of a Development Studies Masters program have and how can the Guelph Institute of Development Studies (GIDS) specifically help students gain/foster these qualities?

For your homework I would like you to design a 3-hour facilitated workshop that helps our group work towards answering the above question. *You will not actually be facilitating this workshop.* Your facilitation plan (details below on what to include) will be submitted for homework. I will use your plans to design a workshop that we will then all participate in during our class meeting. We will answer the main research question through our workshop AND discuss the pros and cons to various facilitation techniques used.

You can design a plan for an in-person or a virtual workshop – whichever would be more useful for you to think about. For your facilitation plan you will need to choose at least three facilitation techniques from the resources above or from other resources you are familiar with (if you use another resource please put it as a footnote citation in your plan). Your workshop plan must be no longer than 3 pages and can include bullet points, diagrams, flow charts, tables, etc.

The facilitation plan must include:

1. A plan for the workshop flow including the order with which you will use each technique, the time each will take. Keep in mind the entire workshop will be 3 hours long and should include some time for introductions, a short break and conclusions.
2. The name of each facilitation technique you will use
3. A brief description of the general purpose of each facilitation technique (e.g. to generate ideas, to hear from everyone, to plan out next steps, to build consensus, to practically move forward etc.)
4. A brief description of the steps or practices that each technique entails.
5. A description of why you chose each technique, what it can be used for and how it will help you answer the main question or a sub-question that will lead to answering the main question.
6. A list of materials you need to do this technique (e.g. markers, google jam board)
7. Any other relevant planning notes (e.g. a list of prompt questions you will ask participants, researcher positionality considerations, ethical considerations, etc.)

During Class:

Roberta will lead us through a facilitated workshop taking elements from each of your plans and calling on students to help with the facilitation when appropriate. We will try to answer the main question and we will reflect on and evaluate the various facilitation techniques used.

Class 10. March 24th: Knowledge Mobilization Plans

The importance of knowledge mobilization is becoming more and more evident as a fundamental aspect of research. Whether or not you continue in a career as a researcher, it is very likely that you will need to communicate knowledge to relevant audiences in a variety of formats. As I was designing this course I connected with the folks at the Community Engaged Scholarship Institute ([CESI](#)) at the University of Guelph to learn more about current practices of knowledge mobilization. Their advice was that our class should first focus on best practices in engagement and impact for knowledge mobilization, and then work on creating one specific knowledge mobilization 'output' (the Infographic Assignment due in April). This module was designed in collaboration with experts at the Community Engaged Scholarship Institute (CESI).

Before Class:

Watch/Listen: Check-out the powerpoint lecture (with audio) from of guest experts describing best practices for engagement and impact and the construction of a knowledge mobilization plan for research.

Read:

1. Bannister, J. & Hardill, I. (2013). Knowledge mobilisation and the social sciences: dancing with new partners in an age of austerity. *Contemporary Social Science* 8(3):167-175.
2. Lavis, J.N. et al. (2003) How can research organizations more effectively transfer research knowledge to decision makers? *The Milbank Quarterly* 81(2): 221-248.
3. Knowledge mobilization template and toolkits found on CourseLink

Homework Activity: Knowledge Mobilization Plan

Due by 11:59pm on March 21st in CourseLink Dropbox

1. Based on the readings and the tips provided in the lecture, **create a knowledge mobilization plan for your own research project.**
 - a. I realize that following the best practices for knowledge mobilization with your Masters research might not be possible for a variety of reasons (finances, time-line, advisor's project plans, covid-19, project-based Masters) so it is okay if your plan is more ideal/fictitious than based in reality. That said, I still want your plan to seem realistic.
 - b. I will be referring to the *IDEV*6300 Introductions Fall 2021 Survey* answers you filled out in the past to remind myself what your research entails as I read through your submission. If your Masters research plan has changed significantly since you filled out the Introductory Survey or if you are doing a course-based Masters and have designed a fictitious project for this

assignment then please feel free to submit an extra half-page document summarizing your new/fictitious research project to provide me with more context.

2. You can follow the format of one of the templates on CourseLink for your knowledge mobilization plan or you can combine them or create your own as you see fit. Your plan should be less than 3 pages single spaced. It can be formatted in any useful format (tables, bullet points, flow charts etc.) You plan should include the following:
 - a. What (main messages, research, purpose)
 - b. Why (relevance, meaning, goals)
 - c. Who (partners, supporters, audiences)
 - d. How (format, products, events, opportunities, barriers, measuring impact)
 - e. When (timeline, frequency)

During Class: Come to class prepared to share your knowledge mobilization plan and discuss any questions or challenges you faced while creating it. Together, we will discuss best practices in knowledge mobilization. **An expert will join us for our class discussion this week.**

Class 11. April 7th: Conclusions and Reflections

In this class we will review the activities we have completed this year together.

Before class:

Read:

- Scheyvens, R. (2014). Ways forward. In R. Scheyvens *Development field work* (pp. 253-257). SAGE Publications, Ltd,

Homework Activity: Reflective Statement

Due by 11:59pm Monday April 4th in CourseLink Dropbox

Write and submit a reflective statement that is between half a page and one-page, single-spaced. In this statement answer the following questions (you can interpret these questions as broadly as you like):

1. What is one thing you learned in this course that was new to you and that you think you will still remember next year at this time?
2. Why do you think that 'thing' stood out to you and is relevant to you as a person/student/researcher?

During class: We will share some of our take-away messages from the class. You will not be asked specifically to share the details of your own reflective statement.

Appendices

Appendix 1: Devising clear research questions – Activity sheet for Class 3.

Instructions:

For option 1 – fill out this sheet with your own Masters research goals in mind.

For option 2 – fill out this sheet pretending that you will do a research project on the case outlined in the reading.

1. What is your topic? Describe your topic in three sentences or less. *[Note: consider using some of the other techniques in the Murray and Overton reading to brainstorm or sketch out your topic before you get to this stage].*

2. Now, describe your topic AGAIN using ‘the Auntie/Uncle statement’ that Scheyvens describes on page 29.

3. What is the context (geographical location, institution, other)?

4. What do you want to achieve? (to explore, to change, to discover, to understand...)

5. Are there relationships you want to explore (impacts, increases, decreases, relationships, correlations, causes)?

6. What is the nature of your question(s) (what, why, when, where, how or who)?

7. So what? Why might your question interest others? Answer this question in three sentences or less.

8. Fill in the blanks: I am studying _____ because _____ in order to help people understand _____. *(If the sentence is too complex, break it down into more than one question)*

9. Write out your research question in the clearest way possible. If you have more than one question or a main question (aim) with sub-questions (objectives) then write all of them. **We will use your answer(s) for this part of the activity sheet in our class discussion.**

Appendix 2: Data Collection Plan Worksheet for Class 5

Instructions

You have been hired on a three-month research consultant contract by the organization Climate Strike Canada. "[Climate Strike Canada](#)" is a network of hundreds of students, young

people, activists, and allies, connecting youth climate justice organizing from coast to coast. We are united and empowered by the hope and vision we have of climate justice, and a Just Transition to a better world. We work to stop climate change, amplify each other's voices, and coordinate actions to create change in our communities". The organization would like you to produce a report that answers the question: **How is climate justice portrayed in Canadian Media?**

Please draft a data collection plan for this project by filling out the worksheet below. In your plan consider to the best of your ability:

- the purpose of the research
- research rigour and quality
- practical considerations (timeline etc.)
- your ability to justify the decisions you make here

The purpose is to get you to think through designing a research project like this that is short term, at the behest of an organization, and that uses a media analysis. These sub questions listed here in italics are meant to prompt you to think more deeply about research design and the decisions that one would make when conducting this type of research project. One goal in research design would be to be able to justify the decision due make in terms of data collection and analysis to be able to explain your reasoning and the considerations.

When filling out this worksheet make decisions to the best of your ability and be as precise as possible in your answers. **You can edit the worksheet to best fit your answers or research plan into it.** Be decisive and be ready to justify the decisions you have made in our class. There is a section at the end of the worksheet where you can list additional consultation questions you might ask Climate Strike Canada where you can list specific questions you have as a researcher after conducting this activity completing this activity.

The purpose of this activity is as a brain storming activity . There are not necessarily right and wrong answers and do an I do not expect you to know how to fill out this worksheet completely. The intention is that we do our best with these worksheets and then bring them to class to compare to one another.

1. What is the research question you are aiming to answer?

2. What information do you need to answer this question?

3. How exactly will you search for the information/media you need to answer your research question?

Prompts: Presumably you will have to search to find the information you need for analysis. How do you anticipate doing that? Will you use a library database? A search engine like Google? A physical search of archives? Other forms of data collection in media such as sweeping Twitter for relevant hashtags? What search terms would you employ (e.g. "Climate Justice", "Climate Strike", "Canada") in order to make sure you find all of the relevant media?

4. What parameters will you use to determine whether or not a piece of media should be included in your data collection (consider time frame, scope and type of media in your answer)?

Prompts: It is unlikely that you can analyze every single piece of media about Climate Justice in Canada. You will have to set some boundaries around what you decide to analyze and what you do not. For example: will you collect news media only from within a specific time. ? If So what will that time period be? Will you collect news media only from national sources? Will you consider regional or local news sources? Will you only collect data from official journalistic sources or will you consider opinion pieces published within an official news source? Will you only look at textual sources like newspapers or will you also consider visual news reports such as television news? Will you consider information from other forms of media such as social media, blogs, information published by academics or organisations, etc?

5. How will you know when you have collected enough data?

Prompts: What indicators will you use to figure out when you can stop collecting data? How many media sources or pieces of media do you intend to collect for analysis for this project? How many do you think you can analyze within the timeline of the project?

6. Where and how do you plan to store and organize the media you have collected for analysis?

Prompts: Where will you store these pieces of media such that they can be analyzed easily and how will you organize them?

7. What are the first few steps you would do once you had collected all of this data in order to analyze it?

Prompts: Be as specific as you like in terms of listing specific themes you might look for or actions that you would take in media analysis. We will return to this in a few days so it is OK if this portion of the worksheet is vague at the moment.

8. Are there any ethical considerations to think about related to this research project? If so, what are they?

9. If you could ask Climate Strike Canada three questions in order to help you better design the data collection phase of this research project, what would those three questions be?

10. What are three questions or issues you would like to discuss in class tomorrow related to decision making dilemmas in data collection design?

Note to readers: I created an excel chart for students to fill out that had the interviewee names listed down the rows and each column had a different theme. The themes had parent and child codes (themes and sub-themes). The chart had a space for counting the number of times a theme or sub-theme was mentioned and a space for providing examples from the interviews.

Dilemmas related to ethical relationships with participants

- Avoiding harm/obtaining consent
- Participant rights to confidentiality/anonymity
- Fair return for assistance (reciprocity)
- Respondent's roles in research (including publications)
- Other (related to relationships with participants)

Dilemmas related to research design

- Forming research questions/conceptualizing research
- Data collection
- Data Analysis
- Dissemination of research
- Other (related to research design)

Dilemmas related to researcher positionality/identity

- Power dynamics on personal level related to identity (e.g. gender)
- Insider/Outsider/"culture clash" dynamics dilemmas
- Other (related to researcher positionality)

Dilemmas related to institutional structure

- University structures (e.g. research ethics board, publishing)
- Government institutions
- Working in collaboration with community partners/groups
- Other (related to institutional issues)