



W o r k i n g G r o u p

OBJECTIVES

This working group aims to foster collaboration, knowledge sharing, and problem-solving among YPAR practitioners. Through regular meetings, we will achieve the following objectives:

- Identify opportunities for collaboration
- Facilitate peer-to-peer learning
- Stay informed on the latest YPAR research
- Provide open forum to present specific challenges
- Plan for further resource development

YPAR Qualitative Interviews, Pt2

Shared December 2024

HIGHLIGHT REEL

The aim of the YPAR Highlight Reels are to keep our working group informed regarding trending topics and areas of focus in recent YPAR research. Our hope is that these spark discussions and reflections on the implications of new research for YPAR practice.



Participating in **research planning**: the focus group method (**Bagnoli & Clark, 2010**)

1. 5-minute general **introduction to the intended aims** of the study
2. 20-minute clip from Seven Plus Seven (documentary series showing young people aged 14 talking about their lives and reflecting on their participation in the previous film made 7 years earlier).

This provided a good introduction to the project, and the themes of biographical and longitudinal research.

3. 30-minute discussions with young people focused on: **maintaining young people's interest and participation in longitudinal research, research methods, project website design, dealing with sensitive topics and ethical issues, ensuring participants' privacy and anonymity, dissemination and archiving, and rewarding participants**



Tension #1:

Aims of the research vs. motivations of those involved

The first possible tension concerns the aims of the research and motivations of those involved. While we had a particular set of ‘academic’ aims and objectives we hoped to achieve through the project, and which our funding body is expecting to see, these did not necessarily accord with the motivations of potential participants. For example, some of the young people expressed concern at the inclusion of sensitive issues. The nature of young people’s social relationships and sexualities, for example, were themes that we were told were ‘off-limits’ to researchers. Yet, the ways in which young people’s social worlds change over time is a particularly significant theme of the Young Lives and Times study. While the reservations of focus group participants did not deter us from developing this theme in the research, their comments did encourage us to think more creatively about how we could appropriately access such information.



Tension #2: Innovative Methods vs. Maintaining Quality + Rigor

A second issue concerned the popularity of the use of innovative methods in the research. It was clear that visual methods, including video diaries, were a popular demand from focus group participants. While we were able to accommodate some of this demand, we are also aware of some of the shortcomings of such methods, such as the complex ethical issues they pose, for instance, regarding data analysis, dissemination and archiving. We were also keen to continue to draw on the benefits of more ‘traditional’ methods, notably interviews, to explore young people’s identities and life experiences, given that their utility is well established. However, the young people’s concerns that participating in research would not solely involve ‘having a chat’ encouraged us to develop more creative aspects to the interviews, including incorporating elements of participatory mapping, timelines, and arts-based methods (Bagnoli 2009).



Tension #3: Ethical Considerations (confidentiality/anonymity, compensation)

A final issue concerns the potential dissonance over ethical research. The desire for the use of creative visual research methods raises particular ethical considerations (Prosser *et al.* 2008). Sensitive topics aside, focus group participants did not want to be anonymized in visual or textual data, and were keen to have their own voices heard and identities revealed in the data archive. Their desire for group-based methods also raises challenges for the nature of confidentiality and anonymity, and the popularity of receiving some kind of reward for their participation is also not without its ethical (as well as budgetary) considerations. In such situations, academic

researchers may have to go against the decisions of participants in order to preserve the ethical integrity of the research while ironically going against the philosophy of a participatory approach.



Qualitative Analysis in Participatory Studies

- Youth participants are most often included in recruitment, conducting the groups, and dissemination of findings to the lay audience; it is less common for them to be involved in other aspects, most notably **formal data analysis** (Makosky et al., 2010)



Racial Microaggressions in U.S. High Schools: An Illustration of the Full YPAR Process From the Youth Research Council ([Call-Cummings et al., 2024](#))

- Youth Research Council (“YRC”) brought together high school students to explore the effects of racial microaggressions on the mental health of their peers
- Authors detail the YRC’s full process, from formation of research questions to sharing findings

“Hallway Interviews”

YRC Fellows began collecting data by conducting qualitative interviews with their friends and peers at school. The Fellows knew that their peers would likely not want to sit down for lengthy, recorded conversations based on strict interview protocols; thus, the Fellows created “hallway interviews” (n=70) that were made up of two or three questions intended to strike up a short conversation like they would have naturally in between classes, on the way to lunch, or after school. This would reduce the Fellows’ stress in having to memorize a long interview protocol and it would likely increase the trustworthiness of the data because Fellows’ peers would likely feel less on guard with their responses.



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Simple, dialogic activities to begin the process of data analysis (e.g., chat function on Zoom, jamboard)

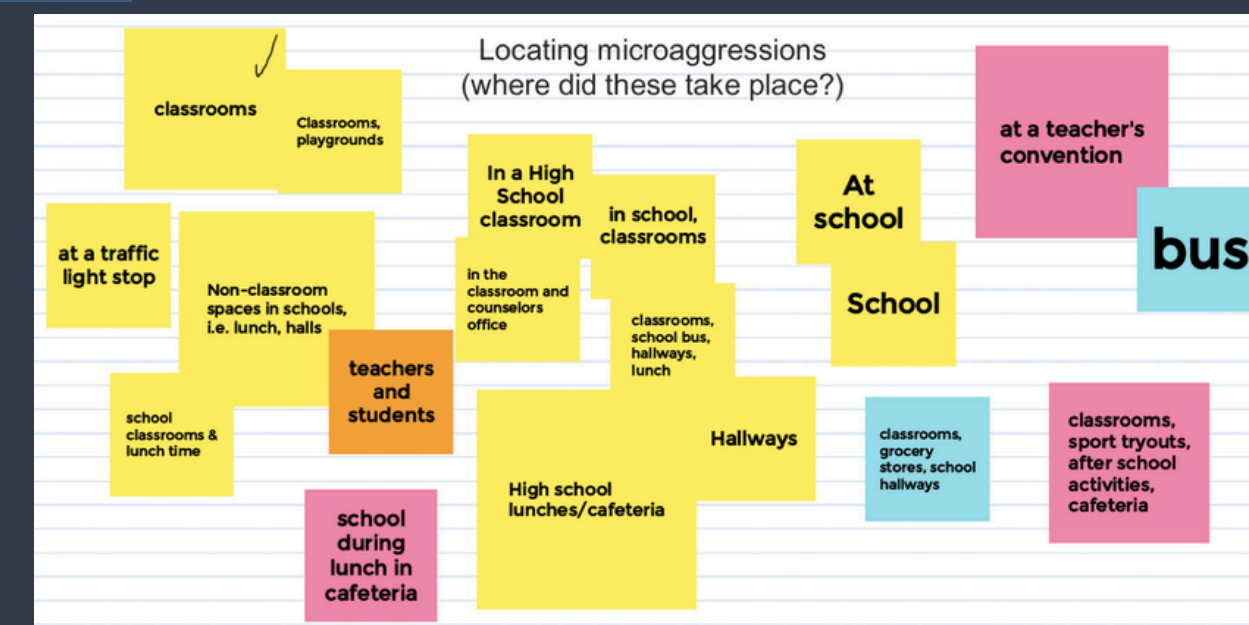
Use a sticky note to add quotes, thoughts, or stories from your interview data.

Add ideas to as many frames/themes as you can based on your interview data. You may add to as many frames as needed. Please write on multiple frames.

On the next several frames you'll find some "themes" or "topics" based on the survey questions you designed. Visit each frame and think about the interviews you've done. What did you learn in your interviews related to our themes/topics?

use frames 2-12 to record your thinking

Did somebody make a comment that also appears in your data? Add a small triangle to the sticky note to indicate this.





The ReACT Data Analysis Method

([Foster-Fishman et al., 2010](#))

The **ReACT method of data analysis** uses a sequence of “messaging games” that expose youth to three critical phases of a qualitative data analysis:

- data reduction
- data organization
- conclusion drawing and verification

- **An Introduction to Thematic Analysis:**
The Candy Sorting Game



- Introduces youth to the process of sorting data and organizing themes into higher-order categories.
- Asks 3-4 youth to work together to sort various types of candy into piles (*first-order analysis*), to reorganize these piles into fewer groups (*second-order analysis*), and provide names to these piles (*theming*).
- Facilitators identify the connections between the youths' actions and language to the upcoming analysis task (e.g., “Type of candy’ and ‘Brand of candy’ are things candy pieces might have in common with each other. In this project, you will sort sentences into piles, just like you did the candy. Another word for these piles is categories.”)



Interpretive focus groups: a participatory method for interpreting and extending secondary analysis of qualitative data ([Redman-MacLaren, Mills & Tommbe, 2014](#))

Interpretive focus groups are facilitated with groups of people who have similar characteristics, brought together for their specific knowledge or experience to analyse data generated by others in a similar socioeconomic setting.

Two-step method of interpretive focus groups to:

1) Analyze data from an existing data set using story circles

- Participants divided into smaller story circles (2-4) within larger interpretive focus group
- Participants discuss portions of data (data 'chunks') identified during initial analysis
- Participants share personal experiences and their interpretation of the data
- Spokesperson shares the 'big ideas' from the story circle with the larger interpretive FG

2) Co-generate new knowledge using storyboards

- Following the whole-of-group discussion, women were again invited to work in their story circles to extend their ideas about the data using storyboards



Extending Youth Voices in a Participatory Thematic Analysis Approach ([Liebenberg1 et al., 2020](#)).

Spaces & Places project explores the role of formal and informal community structures and supports in the cultural and civic engagement of Indigenous youth

Participatory Thematic Data Analysis: A Step-By-Step Process

1. Familiarize Collaborators With the Data Collected in their Respected Communities

- Create Analogue Facebook Pages, Use SHOWeD framework, “focus group” style discussion

2. Generate Initial Codes

- Use of series of community and body mapping exercises to generate codes, followed by a card game to identify codes that mattered most and develop categories of codes.

3. Identify themes

- Developed a card game to allow youth to identify the codes most relevant to their data and categorize codes in order to generate themes.

4. Identify Relationships Between Codes and Themes

- Colored string was used to connect themes to each other– different colored strings used to represent different relationships (causal, correlations, tensions, contradictions)