netWorked Youth Research for Empowerment in the Digital society
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Framework Design for WP6: Activity Tool Kit

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Introduction: Participant Research Processes (WP6)

WP6 focuses on the second part of the WYRED cycle (García-Peñalvo, 2016; 2017a; García-Peñalvo & Kearney, 2016), where the consortium facilitates a wide range of exploratory activities, called research activities, in which groups of young people, internationally or locally, investigate and examine issues that concern them in the digital arena. The range of actions envisaged includes research projects, where a social issue is addressed and solutions are explored and discussed, surfacing attitudes and understandings are highlighted through reflection in the process; creative projects, making use among others of video, theatre, web publishing, comics, music, art, various events etc., to express attitudes and understanding through the chosen medium; journalistic approaches, to observe, document, record and comment on social phenomena, either online or offline, and to produce documentary outputs in different media; action research and ethnographic projects, in which participants explore their own perceptions in their day-to-day lives, e.g. through journals or video blogging; solidarity projects, where a specific problem is identified and practical solutions are implemented, and where the output is a narrative of the issues and the problems faced in solving them. The research groups will be made up of participants previously engaged in the network building (Gojkovic & Chatzimichail, 2107) and in the social dialogue phases (O'Reilly, 2017). Much of the work will involve creative activities by young people in response to a particular question or issue, and once the groups have been formed, the partners will facilitate the process of the groups' activities. As in the previous stage, interaction during the research activities will ideally take place on the platform, though some users may prefer other media. Each group working on a research activity will have a dedicated space on the platform to record and review work progress. This stage will generate quantitative data, narratives, artefacts such as videos, digital stories, publications, music, art, reports, images etc. The outputs of the research activities will be stored in the WYRED platform repository (García-Peñalvo, 2017b; García-Peñalvo & Durán-Escudero, 2017). The partners involved will facilitate the process where necessary and as far as possible, bearing in mind that, as outlined in the guidelines, each group will remain autonomous.

1. Aims of the Activity Tool Kit

The WYRED Activity toolkit aims to create a stimulating, audience-specific research activity toolkit and to stimulate civic engagement from the target audience through participation in innovative research methods. This process focuses on social dialogue and open research directed by children and young people. The WYRED Activity toolkit is based on generative research approach to investigate and examine issues internationally or locally that concern them in the digital arena.

This toolkit is intended to;

- Motivate and prepare children and young people to take an active role in policy making and societal developments;
- Stimulate civic engagement of children and young people through online participation;
- Promote innovative research methods with the active participation of children and young people through the internet and digital technologies;

- Engage children and young people to select and curate artefacts of the research process, by guiding them to find practical solutions for specific problems.

The toolkit defines the research methods and the activities involved, and it explains each stage of the process. The WYRED tool kit is designed to give an insight into how to create projects, describe processes and analyse data with a view to seek solutions to a problem. The participants will form into groups to work on the design of their research projects. They will be able to use the activity toolkit as a reference for this. The research activities of the groups will generate a range of artefacts such as videos, sculptures, publications, music, reports, and images to name but a few. These will be initially stored in the group spaces. These artefacts will be collected and curated in the WYRED knowledge base, which will be a repository of the results and raw data generated by the research processes. They will be made available on the WYRED platform for use by all participants and third parties not currently involved in the project.

2. Generative research

2.1. Definition

The aim of generative research is to provide a definition for a problem, for which a solution is being sought. This requires to collect in depth data about the target audience, their needs and their aspirations. A well conducted generative research greatly reduces the risk of misunderstanding the actual problem. It is not uncommon for the problem statement to be rephrased, once sufficient research data is available and describes a different situation to what was assumed.
Researchers will typically immerse themselves in the target audience, conducting ethnographic activities, focus groups, interviews and observations, and usability testing. They aim to collect data that will help them understand motivations, behaviours, attitudes, preferences, opinions, feelings, etc. [1]
A detailed insight into different methods of generative research is attached in Appendix 1.

2.2. Step-by-step guide

The following is an indicative guide; a support template is available under Annex 1.

2.2.1. Refine the research question

Drawing on the information gathered through the social dialogues in WP5, Doğa will suggest topics for the research question to be refined. The research question should align with the Manifesto, though it should be kept with an open mind and, if necessary, further explored. In addition, the research question can be adjusted as the research progresses.
It is crucial that the problem statement implied is contextualised. In other words, the problem statement should be considered within its larger setting (society, geographical location, historic context, etc.). This allows for the specific aspects and complexities of the problem statement to be captured and explained.
In order to refine the research question, it can be useful to work with a mind-map, or to brainstorm, etc. The top two to three items mentioned can then be taken and connected in

[1] For some in-depth explanations, see also:
https://www.usertesting.com/blog/2015/12/17/generative-vs-evaluative-research/

an initial statement; the statement can then be reviewed independently for further refinement, and the outcomes compared and summarised in a final statement.
Based on the above, a research question could read as follows:
"How can young people who feel disengaged in today's society, have their voices heard?"
Note that the research question may also be segmented, i.e. addressing both actual and perceived problems. For instance, it could be that young people's voices are being heard, but they still feel that nobody is listening. This may then require further investigation and potentially further refinement of the question.

2.2.2. Select a research method

Make a selection based on the table shown above under 2.2. For further assistance with the selection process, see also the decision-making table under Annex 2. Please note however that the list is not exhaustive, and other methods are suitable too.
When selecting a method, various variables need to be taken into consideration for a successful implementation (e.g. resources needed, timelines, etc.). The data collection techniques are defined in the next chapter; they go typically hand in hand with the research method. The use of existing networks (WP4) is strongly suggested (e.g. for solidarity projects).
It is important that ethical aspects are taken into consideration too, e.g. ensure to have explicit consent prior to conduct interviews, avoid actual or perceived plagiarism, etc.

2.2.3. Select data collection techniques

Plan a strategy to gather data. Identify who can provide meaningful data, how many people you will study, what individuals you will need to contact, and the support you can expect to obtain from them. Clarify first what type of data you need to collect, whether you are going to focus on quantitative or qualitative data, or on both.
It is helpful to understand the possibilities offered by both forms of data collection.
Mills (2011) has organised quantitative and qualitative sources in three dimensions:

- Experiencing - researchers draw on their own involvement by observing and taking field notes.
- Enquiring - researchers collect new data by asking people for information.
- Examining - researchers use and make records to collect data.

In figure 1 below, the data collection techniques are clustered under 3E's depends on the research types.

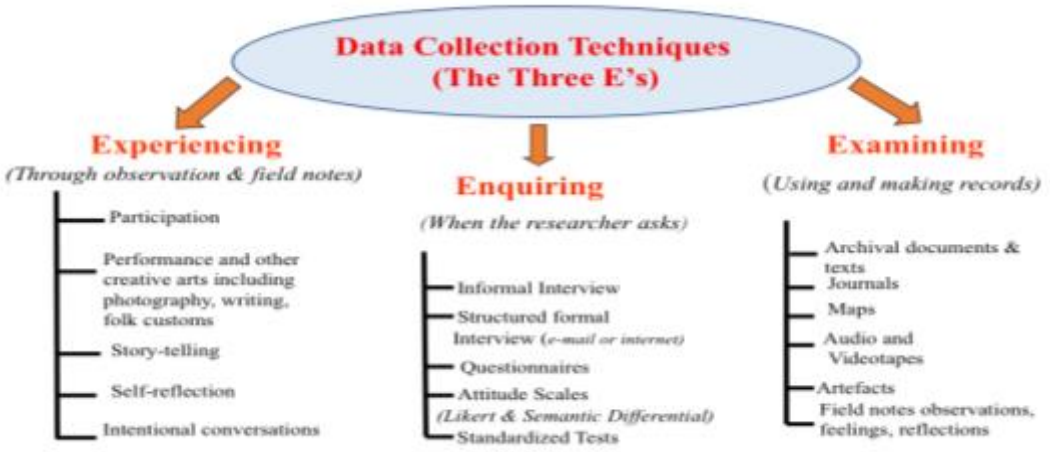

Figure 1: Data Collection Tools using the 3E Techniques Source: Adapted from Creswell (2002).

Implementing data collection takes time, especially if you gather multiple sources of Information. By linking it to the research on hand, you can determine the most appropriate technique. Bear in mind that your participants may have limited time to complete instruments or engage in interviews. Keeping an accurate record of the information collected, organising it into data files for numeric or thematic analysis, and examining the quality of the information are important steps during the collection of data.

2.2.4. Assign roles and responsibilities; define timelines

Decide who is going to do what, and by when. Identify what the final, desired outcome is going to be (e.g. a fully edited, 3 mins video summarising interviews), and work backwards to identify deadlines.
Be realistic about the implications of your project, incl. time requirement, travel needs, access to resources or infrastructure, access to key stakeholders, costs involved.

2.2.5. Carry out the research

Use the GRIAL platform to document your research, and to share it internally. Document not just the findings, but also the steps taken to gather data. This will make it much easier to identify potential flaws, to let externals verify the veracity of the data collected, and to identify potential similarities across research groups.
Make sure there are regular progress review meetings - these do not need to be lengthy sessions, but the opportunity to identify issues, define corrective action and set revised deadlines, if at all necessary.

2.3. Report out and dissemination

Decide on the format for the report out (to the full project team, to a select critical audience first, with or without external moderation, etc.). It is often useful to report first to a critical friend, to gather useful feedback and to ensure no major issue is being overlooked.

Dissemination should ideally be organised through a collective and synchronised effort by the whole WYRED team. Depending on the format, various channels are to be considered (conferences, newspapers, journals academic papers, social media, etc.). All the WYRED publications must be open access, using gold open access route, or green open access route or both. WYRED infrastructure supports green open access route throughout two communities, one in Zenodo (https://zenodo.org/communities/wyred), one in the GRIAL research group institutional repository (https://repositorio.grial.eu/handle/grial/723).

Annex 1: Generative Research Methods

The following table is a summary of known generative research methods. Partners are encouraged to add suggestions of their own, incl. an explanation of the method and references to relevant literature.

Generative Research Methods
1. **Research projects**
Research projects can typically explore under-researched areas, extend a previous study or replicate an existing study in a different setting. In addition, they can also apply and test ideas and methods in a real world context. To be successful, research projects need to take into consideration two aspects: - Provide a systematic approach to increase knowledge; - Use the newly acquired knowledge to define new applications.
Example: Definition and Application in Health Care Informatics Some research in psychology or social sciences analyse the subjective viewpoint of a target group. To this end, they employ what is called the 'Q Methodology', also referred to as the systematic study of subjectivity. This approach looks at self-references and considers data within the whole pattern of responses given by individuals. The individuals are the variables, as opposed to settings, tasks, etc. Participants are asked what is meaningful to them through a 'Q-sort'. The evaluation of the data helps to form groups of individuals who have ranked characteristics in the same order. An important limitation to be taken into account is that this method works best with small, non-representative samples, and therefore replication of the findings can be difficult. A small group of doctors and medical students from the Chicago area were surveyed and asked to rank-order 30 opinion statements about information technologies within the health care workplace. The Q-methodology research technique was employed to structure an opinion typology from their rank-ordered statements. A typology of six opinions was identified in the following groups: Full-Range Adopters; Skills-Concerned Adopters; Technology-Critical Adopters; Independently-Minded and Concerned; Inexperienced and Worried; Business-Minded and Adaptive. The researchers found that it was possible to forecast the likeliness of individuals to adapt information technologies in the health care workplace. The outcomes suggest that Q-methodology could be implemented to individualise and customise their approach to understanding the *personality* complexities of individuals and their willingness to adopt information technologies within the workplace. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC61268/ **Further reading:** Q-methodology: an Overview, https://www.uel.ac.uk/wwwmedia/microsites/riste/Q-methdology-Article.pdf The Frascati Manual, http://w ww.oecd.org/sti/inno/Frascati-Manual.htm (general information about research projects)
2. **Creative projects**
Creative projects are similarly set up like research projects, but with the additional focus on collaboration between researchers, and on the creation of original design and artwork.

Example:
Highway planners worked with artists and citizens to solve a road construction dilemma in Danville, Vermont. The small town sits on a major East-West road, and has some of New England's most spectacular scenery.
The Danville Transportation Enhancement Project was formed for the redevelopment of a portion of U.S. Highway 2 through the town's village centre. The Danville project needed to find a way to upgrade road conditions and meet federal highway requirements, while respecting the aesthetic, economic, and cultural fabric of the community.
Highway expansion in rural areas can be difficult and controversial. The Vermont Agency of Transportation (VTrans), however, is a national leader in context-sensitive design solutions and public involvement. Vtrans aims to bring communities together early in the planning process to help design environmentally responsible transportation infrastructure that promotes safety and efficiency while preserving the community's vision of itself.
A local review committee was formed, including a landscape architect and a sculptor. The artists, working closely with engineers and residents, infused the process with creative problem solving. This was done through intensive interaction with the community. The civic engagement process was the most important aspect of the project. It was purposefully inclusive, sensitive, engaging, and ongoing. Having artists, rather than highway engineers, lead the process seemed less threatening to community participants, and they were more effective at devising satisfying alternatives.
Almost as important as the road design, a number of related activities emerged from the community process. They include a student photography project that led to postcards and a Danville calendar. Other students carved stone figures to be embedded along three miles of concrete sidewalk. Youth planted seedlings in the project's right-of-way, and they designed tile markers, a ceramic playground mural, and clay cutouts of hands to hang in the village green.
https://www.pps.org/reference/artsprojects/

Further reading: 5 Hallmarks of a Creative Project,
http://creativeeducator.tech4learning.com/2012/articles/Creative_Projects

3. Journalistic approaches

A journalistic research can be undertaken alone or in a team; it must be guided by the principles of accuracy (get the facts right), impartiality (report without preconceived ideas, serving no interest other than the truth) and accountability (if necessary, admit to errors and correct them). The typical approach is for someone to take on the role of a reporter and conduct conduct primary and secondary research on data, incl. photographic evidence if possible, and then summarise it all in a format accessible to the majority of citizens; there is a great emphasis on narrative skills. Please note that the sources of information should never be mentioned without the explicit consent of the interviewees.
For primary and secondary research, the internet is always an obvious and good place to start. It has a rich variety of information available, and it can provide sparks and inspiration. However, be aware of the limitations:

- It has too much information (as Mitchell Kapor put it: "*Getting information off the internet is like taking a drink from a fire hydrant*");
- The quality and veracity of the information can be debatable;
- If it is on the web, assume everyone already knows – you are not presenting anything new or original.

So the good news is: not everything is on the internet! Either because the information has not been digitised yet (e.g. historical documents, records held in microfiches), is not

publicly shared (e.g. sensitive information about legal, economic, civic topics etc.) or has not been gathered yet.
Excellent alternatives or extensions to internet-based research can be:

- Interviews; this is a great method to gather specific, primary data or to get useful indications on where to look further. Make sure you know beforehand what questions you will want to ask, and draft a list of potential interviewees on the subject. Be courteous and flexible when you approach them and, above all, be transparent. Even if you have a dislike for the person you are interviewing, they are still doing you a favour and you may need to get back to them at some stage in time. Be an active listener and open to digressions: often useful information is provided in side conversations.
- Libraries; university libraries and national archives are likely to have access to large databases and archives. Librarians may be able to help with the research or, at the very least, point you in the right direction.
- National agencies likely to hold data you are looking for; this can be very tricky, as depending on the information requested, the agency may not want or may not be allowed to release the information. There are a few ways to petition for the information, and these may vary from country to country (e.g. the Freedom of Information Act in the UK, https://www.gov.uk/make-a-freedom-of-information-request/the-freedom-of-information-act)

Example:
The Vlogstar Challenge provides vlogging workshops to young people in London, linked to a competition. It is run by the Jack Petchey Foundation and supported by YouTube and a London daily newspaper called 'The Evening Standard'. The organisers provide a one-day training sessions for free, providing participants with the skills and confidence to create their own vlogs with their smartphone. The training course also includes aspects on how to build an audience, and a session to discover and articulate what is important to them.
https://www.vlogstarchallenge.com
N.B. A project like the Vlogstar Challenge would also fit within category 2: Creative projects

Further reading: The elements of journalism
https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/elements-journalism/

4. Action research

Action research is a process of inquiring about problems and taking actions to solve them. It is a concept of research, a framework that encompasses several methods. It deliberately moves beyond knowledge creation and is participatory by nature. It is based on the assumption that knowledge is always gained through action and for action. The goal is to come up with potential solutions that can be implemented step by step.

Example:
The Joy of writing
In order to improve literacy skills among his students, a teacher in Virginia started a project to get them more passionate about writing stories. Conscious of the constraints put on every teacher (time, curricular demands, need for differentiation, etc.), he believed that creative writing could be the key to address those constraints whilst also change his students' perceptions about writing. He started quite simply with a questionnaire to draw a

picture about their attitudes towards writing. This allowed him to draft different strategies in place to show students how everyone can learn to write creatively, and to stimulate their interest in writing. The document in the link below provides further details.
This is a good example of an action research project, as it contains an inquiry part about a problem, and definite actions to solve a problem; it was a participatory project, and worked on the assumption that the skills needed (the knowledge) was going to be gained through action.
https://gse.gmu.edu/assets/docs/lmtip/vol1/D.OHalloran.pdf

Further reading: Undertaking Action Research http://sru.soc.surrey.ac.uk/SRU34.html

5. Solidarity projects

Solidarity projects seek to promote mutual care and understanding, usually through community-based initiatives targeting underserved groups. With it comes the idea of empowering the target groups, and of building bridges across communities and generations.
Solidarity is usually seen as support given by individuals or groups to other individuals or groups, who would not be able to address their basic needs without outside help. It is different from charity since solidarity can also mean mutual support, it is more than just monetary support and it is a long-term, sustained effort intended to empower the receivers to become independent.

Example: School project in Tanzania, by an Italian non-profit organisation. Funds are raised in Italy, to secure essential schooling in underserved areas of Tanzania. The funds cover access to pre-primary and primary school, incl. a canteen, stationery and books, staff and health provision. Access to schooling is vital in the agricultural areas, as it allows children to gain the necessary skills to contribute to a sustainable economy, but it also allows their parents to focus on their work on the fields. A local committee has been set up to manage the project locally. The local committee comprises the school principals, school co-ordinators, council and parish representatives, as well as parents.
The project has recently allowed for a group of children to spend two days in a national park, fully immersed in nature. This is a big step for local children, to be able to go on a school trip in their own country.
More information on http://www.nessunoesclusoonlus.it/sad-lugarawa.html

Further reading: Emmaus solidarity projects https://www.emmaus.org.uk/solidarity

6. Ethnographic projects

Ethnography is the study of social interactions, behaviours, and perceptions that occur within groups, teams, organisations, and communities. Ethnographic projects aim to acquire the perspective of the target group, as well as the common views of the world surrounding them. This is done through observations and conversations while immersed in the field. Whilst the aim is very much to learn about the target group, there is no intention to influence it.

Example:
Women Leaders as Change Agents
This ethnographic study retraces the life of Mary Campbell from Pittsburgh, Pennsylvania. Untypically for her time, she was not raised according to gender biased standards, but was always encouraged to do whatever her brothers did. Mary also received a Catholic upbringing, which instilled in her many of the values she maintains today, such as giving

back to her community. A high school service project introduced her to two nuns who had devoted their lives to helping inner-city children. From there on, Mary was inspired to pursue studies in social work, and went on to take on several leadership roles in community work.
Through this project, the researcher was able to show how women can be actual agents of change, contrary to some belief that women are simply “cogs in the machine”.
http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1017&context=anth_ethno

Further reading:
http://www.cusag.umd.edu/documents/WorkingPapers/ClassicalEthnoMethods.pdf
http://blog.usabilla.com/top-ethnographic-research-videos/

7. (additional project methods, to be added by partner organisations) ...
Example:

Annex 2: Support template for the research activity

Refine a Research Question	*e.g. Does the echo chamber effect distort our perception of current affairs?*
Research Method	*e.g. Action Research*
Outcomes/ Objectives ???	
Data collection tools	*e.g. check lists (quantitative); observations/interviews (qualitative)*
Duration	
Materials	
HOW	
Step 1 Setting the context	*e.g. The internet provides access to a vast amount of all sorts of news; algorithms and news aggregators seem to expose users to selected news stories only, with the risk of providing a distorted picture of current affairs*
Step 2 Mapping	e.*g.* - *What sites do young people visit, and why?* - *Which sites do they visit most often?* - *Which alternative sites can be suggested, to achieve a more balanced exposure to news?*
Steps 3 Create & Share	*e.g. produce an infographics, summarising the above*
Steps 4 Reflection & discussion	*(review data with target group, discuss background information, motivation, etc.; analyse potential action; summarise)*

(Adapted from the Points of Light Foundation "Mapping Youth Programs for Youth Involvement" handout)

Activity Toolkit - Handout example 01.pdf

Activity Toolkit - Handout example 02.pdf

Annex 3: Support template for the research activity

Main objective: I want to…	Fitting methodologies
… increase knowledge on a topic	1, 2, 3, 6
… define or create new solutions, applications, tools, services, etc.	2, 4, 5
… summarise and publicise findings to a wider audience	1, 3, 6
… promote specific actions	3, 4, 5
… to help empower specific target groups	4, 5, 6
… build bridges with specific target groups	4, 5, 6
Main outcome: My work will result in a …	
… written report, case study, white paper, blog, article, etc.	1, 3
… video, posters, comics, musical, play, etc.	2, 4, 6
… formal or informal organisation delivering specific services, producing work, etc.	4, 5
… official or unofficial action to address a specific situation	4, 5, 6
Collaboration: I will work mainly with …	
… young people	2, 3, 4, 5
… my fellow researchers	1, 3, 6
… third party institutions	1, 2, 4, 5, 6
Timelines: I need my work to be completed within	
… a week	2, 3
… a month	2, 3
… a quarter	1, 3, 4
… a year or longer	1, 4, 5, 6

List of methodologies:

1. Research projects
2. Creative approach
3. Journalistic approach
4. Action research
5. Solidarity projects
6. Ethnographic projects

Annex 4 : Data collection template framework

EXPERIENCING		*ENQUIRING*		*EXAMINING*	
Participation	*It helps researchers learn the perspectives held by study populations. It always takes place in community settings, in locations believed to have some relevance to the research questions. The researcher engaged in participant observation tries to learn what life is like for an "insider" while remaining, inevitably, an "outsider."*[2]	***Informal Interview***	*The wording of the questions and topics to be discussed are not predetermined. These types of interviews often occur spontaneously. It can be conducted face-to-face or by telephone.*	***Archival documents***	*It is information specifically collected for bureaucratic procedures and the like – applications, reports, etc. Archives are often stored as paper files or on electronic storage – computer disks, CDs, DVDs, etc. If a researcher collects original data, he or she has more control what data are collected*[3]*.*
Performance & other creative arts	*Drama, exhibition, and video are imaginative and attractive alternatives to the written word.*[4] *These imaginative new approaches can be used to demystify the evaluation process. Using creative arts in evaluation offers opportunities for imaginative ways of understanding programs and creating evaluation knowledge. The creative arts may be used in designing, interpreting, and communicating evaluations.*	***Structured Formal Interview***	*Verbally administered questionnaires, in which a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration. They are relatively quick and easy to administer.*	***Journals***	*A journal is a scholarly publication containing articles written by researchers, professors and other experts. Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers.*[5] *The journal writing is the effective tool to make connections with your knowledge and others.*

[2] *Qualitative Research Methods: A Data Collector's Field Guide*

[3] *http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/archival-data/main*

[4] *Curtis, L., J. Springett, and A. Kennedy. 2001. Evaluation in Urban Settings: the challenge of healthy cities. In Evaluation in Health Promotion: principle and perspectives, edited by I. Rootman and M. Goodstadt: World Health Organization Regional Office for Europe.*

[5] *University of Victoria,* http://www.uvic.ca/library/research/tips/journal/index.php

Story Telling	*STORYTELLING is the art in which a teller conveys a message, truths, information, knowledge, or wisdom to an audience – often subliminally – in an entertaining way, using whatever skills, (musical, artistic, creative) or props he chooses, to enhance the audience's enjoyment, retention and understanding of the message conveyed. Stories are sometimes told purely for joy and delight.*[6] *Storytelling can help researcher to experience their research process with enjoy.*	***Questionnaires***	*They usually include a set of standardized questions that explore a specific topic and collect information about demographics, opinions, attitudes, or behaviours. They can contain short closed-ended questions (multiple choice) or broad open-ended questions. Questionnaires are used to collect data from a large group of subjects on a specific topic. Currently, many questionnaires are developed and administered online. Three popular programs that allow you to create online surveys are Google Forms, Survey Monkey, and Poll Everywhere.*	***Maps***	*A map is a symbolic depiction emphasizing relationships between elements of some space, such as objects, regions, or themes. (Wikipedia) Researchers can use maps to collect and present their data more regular.*
Self Reflection	*Self reflection is like looking into a mirror and describing what you see. It is a way of assessing yourself, your ways of working and how you study. To put it simply 'reflection' means to think about something. Reflecting and composing a piece of self reflective writing is becoming an increasingly important element to any form of study or learning.*[7]	***Attitude Scales***	*Attitude scale is a measure or assessment used to assess an attitude - usually for the purpose of comparison.*[8]	***Audio& Video Tapes***	*In research process videos can be used in a number of ways such as participatory video, videography, video interviews and elicitation and video based fieldwork. The ability of a video to fix something in its time and its place have an interesting effect in that it can re-awaken the memories and experiences of a researcher or participant. Also, video can support an exploratory research design and extended data discovery. It can be 're-opened' for later analysis and capture things not noticed at the time of being present.*[9]

6 Berice Dudley, 'What is Storytelling', https://www.australianstorytelling.org.au/storytelling-articles/t-z/what-is-storytelling-berice-dudley

7 Open University, http://www.open.ac.uk/choose/unison/develop/my-skills/self-reflection

8 What is attitude scale? definition of attitude scale (psychology dictionary) http://psychologydictionary.org/attitude-scale/

9 Carey Jewitt, 'An introduction to using video for research' National Centre for Research Methods Working Paper 03/12, Institute of Education, London, March 2012. http://eprints.ncrm.ac.uk/2259/4/NCRM_workingpaper_0312.pdf

Intentional Conversation	*Conversation has been seen as a method of research. It can be a research methodology in collaborative action research with sharing of knowledge and the growth of understanding occurs through meaning making process. Conversation occurs between and among people and it is a cooperative venture. New understanding arises through conversation.* *Conversation help to bring the light thoughts and ideas, facilitate communication with each others, exchange of knowledge and generation of understanding. Also it helps to make decisions.*[10]	***Standardized Tests***	*A Standardized test is a test that is given in a consistent or "standard" manner. Standardized tests are designed to have consistent questions, administration procedures, and scoring procedures. Standardized tests come in many forms, such as standardized interviews, questionnaires, or directly administered intelligence tests. The main benefit of standardized tests is they are typically more reliable and valid than non-standardized measures. They often provide some type of "standard score" which can help interpret how far a child's score ranges from the average.*[11]	***Artefacts***	*Artefacts means 'an object that is made by a person, such as a tool or a decoration, especially one that is of historical interest'*[12] *A Research Artefact is an object that serves as a physical (and tangible) visualisation of a set of data values (researcher's ideas, knowledge, information on a subject, wants etc…) that are personal to the researcher. It visualises a data set of the researcher in a form that is meaning full to them.*[13]
				Field note observations & Reflections	*Field notes refer to transcribed notes or the written account derived from data collected during observations and interviews. There are many styles of field notes, but all field notes generally consist of two parts: descriptive in which the observer attempts to capture a word-picture of the setting, actions and conversations; and reflective in which the observer records thoughts, ideas, questions and concerns based on the observations and interviews.* *Field notes should be written as soon as possible after the observation and/or interviews.* [14]

[10] Allan Fedman, 'Conversation As Methodology in Collaborative Action Research', School of Education University of Massachusetts, http://people.umass.edu/~afeldman/ActionResearchPapers/Feldman1999.PDF
[11] Johnson Center, http://www.johnson-center.org/downloads/pdfs/What_is_a_Standardized_Test.pdf
[12]Cambridge dictionary. http://dictionary.cambridge.org/dictionary/english/artefact
[13] http://archaids.blogspot.com.tr/2011/11/definition-of-research-artefact.html
[14] Observation and Field Notes, https://hci.cs.siue.edu/NSF/Files/TeachingPD/How_CI_Observation%20and%20Field%20Notes.pdf

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