

Options for Participatory Research Methods with Youth

Category	Name	Description	Theoretical Assumptions	Source
Mobile Methods	Guided Walks	-young person walks with researcher through locales of significance that form their everyday local geographies -Questions are asked along the way	-draws on ethnographic and participatory research traditions to explore everyday lives of youth -informed by “mobility research” that focus on journeys in place-making practices	Meaningful Meanderings: Using Mobile Methods to Research Young People’s Everyday Lives Ross, Nicola J. (et al.) 2012 http://www.palgrave.com/us/book/9780230278493 Other: -Ross et al., 2009 -Pink, 2007
	Car Journey Interactions	-researchers and youth travel together to and from designated fieldwork sites -these journeys form part of their regular routines to facilitate access to youth’s participation in the project -Discussion is encouraged along the way	-illuminates the ordinariness of mundane geographies and localities. -enables youth to pace the sharing of their narratives when exploring intimate or sensitive topics	
Cognitive Methods	Mental Maps	-youth draw cognitive maps of particular spaces and places. -e.g., youth are asked to construct geographically maps of their typical movements in a typical week -more detail of this method is needed	-part of a trend to capture broader and deeper insights of young people’s lives via their geographies -explores youth relationships with space and place -marriage between spatial and environmental cognition	The Use of Mental Maps in Youth Research: Some Evidence from Research Exploring Young People’s Awareness of and Attachment to Place White, Richard J. (et al.) 2012 http://www.palgrave.com/us/book/9780230278493
Drawing Methods	Community Mapping	-a visual and relational data-gathering technique that can be used to document geographical and other forms of abstract data. -the map starts out as a blank sheet of paper, with youth adding words, numbers and images -it allows for story-telling and, when done in a group, creates a snapshot of the community as the community sees it	-innovative data collection tools such as community mapping can engage youth, not just as participants, but as facilitators of research -they must be accompanied by equally creative & innovative approaches to formulating research results & outcomes	Amsden, J., & VanWynsberghe, R. (2005) Community mapping as a research tool with youth. Action Research, 3(4), 357-381.t http://www.yorku.ca/act/reports/InvolvingYouthInResearch.pdf page 11

		<ul style="list-style-type: none"> -in collective data analysis, youth isolate elements from each map by recreating them on sticky notes, and then sorting these into categories. -at a later meeting, a smaller group analyzes the categories 		
Performance-based Methods	Forum Theatre	<ul style="list-style-type: none"> -participants perform theatre to show and examine their “performances” in real life, providing insight into their lived experiences and cultural world -a variety of drama activities can be used, including image work, improvisation, role-play and collective creation, which engages participants in generating, interpreting and re-presenting their ideas 	<ul style="list-style-type: none"> -forum theatre was developed by Augusto Boal and his Theatre of the Oppressed where spectators become “spect-actors” as a weapon for oppressed people to change their social reality -a participatory tool for both creating knowledge and educating citizens 	<p>Conrad, D. (2004). Exploring risky youth experiences: Popular theatre as a participatory, performative research method. <i>International Journal of Qualitative Methods</i>, 3(1). Article 2. Retrieved from https://sites.ualberta.ca/~iiqm/backissues/3_1/html/conrad.html</p>
Video-based Methods	Video as one method of multi-methods	<ul style="list-style-type: none"> -more detail of this method is needed -can be incorporated with walking tours or guided walks -better as a method to capture the research process (enable critical reflections, alternative expressions, and facilitate participation in methodological decisions) -attracts some youth but not all 	<ul style="list-style-type: none"> -part of a visual methods trend to facilitate youth agency by engaging them more actively in the research process -help to create a less intimidating atmosphere and lessen hierarchical relationships -increases youth competences, engages all ages and both genders, without discriminating between those of different abilities, confidence or education -Schaefer (2012) stresses the importance of giving choices in methods to youth and having them decide what is most appropriate 	<p>Using Video in a Participatory, Multi-Method Project on Young People’s Everyday Lives in Rural East Germany: A Critical Reflection</p> <p>Schaefer, Nadine 2012 http://www.palgrave.com/us/book/9780230278493</p> <p>Other:</p> <ul style="list-style-type: none"> -Holliday, 2007 -Pink 2007, 2009 -Ross et al., 2009
Photo-based Methods	Photovoice - Youth ReACT (Research	<ul style="list-style-type: none"> -Photovoice typically involves three components where participants: 1) take photographs, 2) use photographs 	<ul style="list-style-type: none"> -Photovoice was developed by Wang, Burris & Xiang (1996) when they involved Chinese village women as 	<ul style="list-style-type: none"> -Youth ReACT for Social Change: A Method for Youth Participatory Action Research

	<p>Actualizing Critical Thought)</p>	<p>to answer questions, and 3) engage in dialogue with peers and others</p> <ul style="list-style-type: none"> -Youth ReACT phase 1: Problem identification (camera training, framing the project, small group discussions, photo reflection sessions, discovering casual explanations, discovering contextual explanations, summary of youth visions and voices, community exhibit) -Youth ReACT phase 2: Fostering critical consciousness through data analysis via messaging games (identify key messages, sort data, thematic matching, theming, transforming data into action) -Youth ReACT phase 3: Feedback – a guide to youth voices (booklet summarizing recommendations to external audiences) 	<p>visual anthropologists to reach policymakers</p> <ul style="list-style-type: none"> -designed to help participants capture their voices and visions of their lives and their community -Photovoice can engage youth in problem identification and data analysis, two research activities that youth are seldom involved with -youth projects can fail in data analysis if the freewrite process (see Wang 2003 for a description of the SHOWed questioning method) is not properly completed and youth do not critically reflect on the root causes of their issues of concern -Youth ReACT was designed to address this limitation 	<p>Foster-Fishman et al. 2010 http://systemexchange.msu.edu/upload/Youth%20ReACT%20for%20social%20change.pdf</p> <p>Other:</p> <ul style="list-style-type: none"> -Wang, C., Burris, M., & Xiang, Y. P. (1996). Social Science and Medicine, 42, 1391–1400. -Wang, C. (2003). Using Photovoice as a participatory assessment and issue selection tool: A case study with the homeless in Ann Arbor. In M. Minkler & N. Wallerstein (Eds.), Community-based participatory research for health (pp. 179–196). San Francisco: Jossey-Bass. -Wang, C. (2006) Youth participation in photovoice as a strategy for community change
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