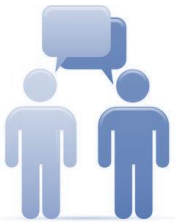
GETTING INVOLVED IN RESEARCH

PARTICIPATORY METHODS IN PEDAGOGICAL DESIGN: STAKEHOLDERS' EXPERIENCES IN CO-CREATING AND CO-DELIVERING 'GETTING INVOLVED IN RESEARCH'

PRESENTED BY: DR CAROLYN BLAIR, DR CLAIRE MCCARTEN, AND MS SONIA PATTON



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GETTING INVOLVED IN RESEARCH

THE TEAM

PROCESS
OUTCOMES
APPLICATION
ACTIVITY
ADDITIONAL READING
OVERVIEW
ETHICS
LITERATURE

FIONA TEMPLETON

CAMPBELL KILLICK

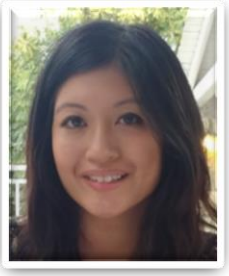
GAVIN DAVIDSON

CHRIS WHITE

SONIA PATTON

DENISE MACDERMOTT

ANNE CAMPBELL



JADE YAP

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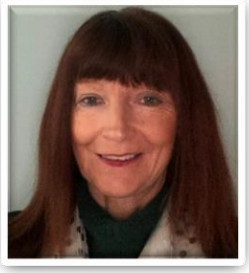
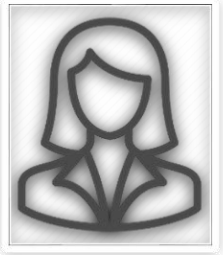


ANNE MCGLADE

DIRK SCHUBOTZ



PATRICIA BURNS

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PAUL WEBB

LORNA MONTGOMERY

CAROLYN BLAIR

GETTING INVOLVED IN RESEARCH CO-DESIGN

PROCESS OUTCOMES APPLICATION ACTIVITY ADDITIONAL READING OVERVIEW ETHICS LITERATURE

The **LEARNING OUTCOMES** of the course were to:

- Provide an overview of the research process and its context
- Develop knowledge of research and its application in health and social care
- Discuss the benefits and complexities of the role of lived experience in the research process
- Increase understanding of a range of research methods
- Consider the issues involved in conducting research
- Provide an awareness of the opportunities to further develop their involvement in research

The **RESEARCH AIMS** were to:

- **Investigate** how effective 'Getting Involved in Research' was in engaging the participants from the stakeholders' perspectives.
- **Explore** if 'Getting Involved in Research' achieved an authentically participatory approach from the stakeholders' experiences.
- **Identify** what could be improved to make it 'Getting Involved in Research' more useful for future course participants from the stakeholders' perspectives.

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CO-DELIVERY

PROCESS OUTCOMES APPLICATION ACTIVITY ADDITIONAL READING OVERVIEW ETHICS LITERATURE

LECTURE 1

Overview of the **research process** and its context

LECTURE 2

Research and its application in health and social care

LECTURE 3

The historical development, benefits and the complexities of **the role of lived experience**

LECTURE 4

Guidance and experiences of **involvement in research**

LECTURE 5

Research methods – overview and **reviewing the literature**

LECTURE 6

Research methods – **quant, qual and mixed**

LECTURE 7

Research methods **– designing research and the assignment**

LECTURE 8

Conducting research

LECTURE 9

How research informs health and social care

LECTURE 10

Opportunities to **further develop your involvement** in research

GETTING INVOLVED IN RESEARCH

COLLABORATIVE EFFORT

PROCESS
OUTCOMES
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- The evaluation protocols were **developed collaboratively** with academic researchers, community and voluntary sector partners, those with lived experience and a Health and Social Care Board representative

- **Thirty-five participants** in total **participated** in 'Getting Involved in Research'. **Thirty participants consented to participate in the evaluation** of the course.

- **'18 course development members** participated in the course development survey. **12 members** of the course development group were involved in co-delivering 'Getting Involved in Research these members all participated in the post teaching survey

MS. SONIA PATTON
Course Development Group Member from Getting Involved in Research

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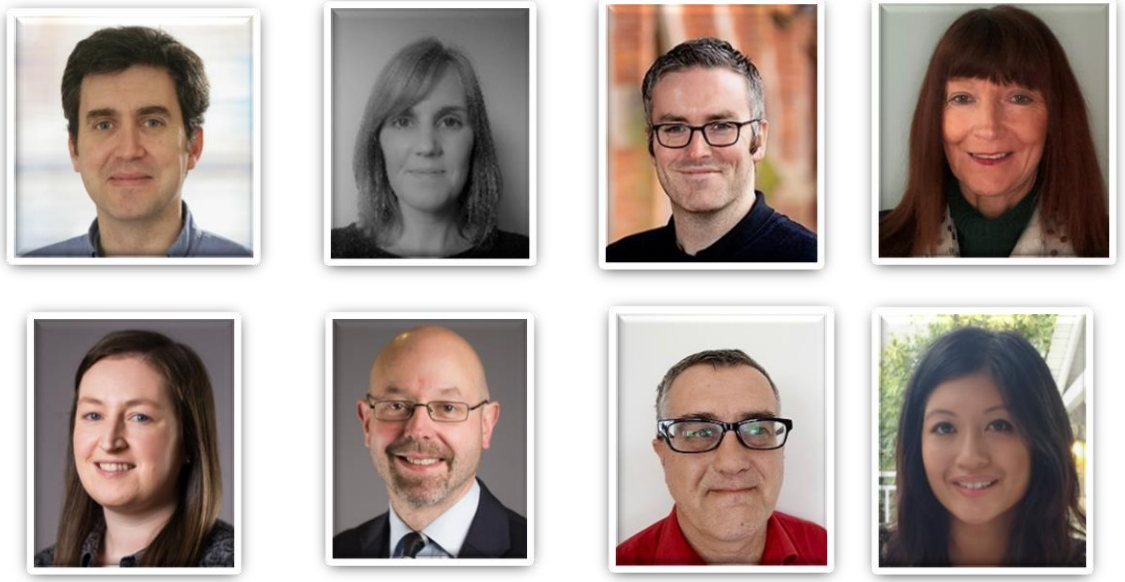
CO-ANALYSIS

PROCESS | OUTCOMES | APPLICATION | ACTIVITY | ADDITIONAL READING | OVERVIEW | ETHICS | LITERATURE

- **Participatory Theme Elicitation (PTE)** was used to promote collaborative co-analysis with **8 representative members** of the course development group (co-researchers).
- PTE is a five step approach (1) data selection, (2) capacity building, (3) data sorting, (4) data grouping and (5) data analysis and interpretation.
- PTE training was delivered via Zoom and used a visual collaboration platform called 'Miro.'
- **4 members** independently facilitated various parts of the PTE analysis. **Throughout the whole process,** an academic researcher and a course development group member with lived experience worked collaboratively.



PTE Co-researchers

Independent PTE Team

GETTING INVOLVED IN RESEARCH

PROCESS | OUTCOMES | ACTIVITY | OVERVIEW | ADDITIONAL READING | ETHICS | APPLICATION | LITERATURE

STEP 1: DATA SELECTION

- The academic researcher and co-researcher with lived experience **independently** read all of the **anonymised course development and post-teaching surveys** and selected quotes that that could be easily understood as **'standalone statements'.**
- The only terms of reference were that the quotes were **broadly representative of the larger dataset.**
- Through consultation post selection, **80 quotes were agreed.**

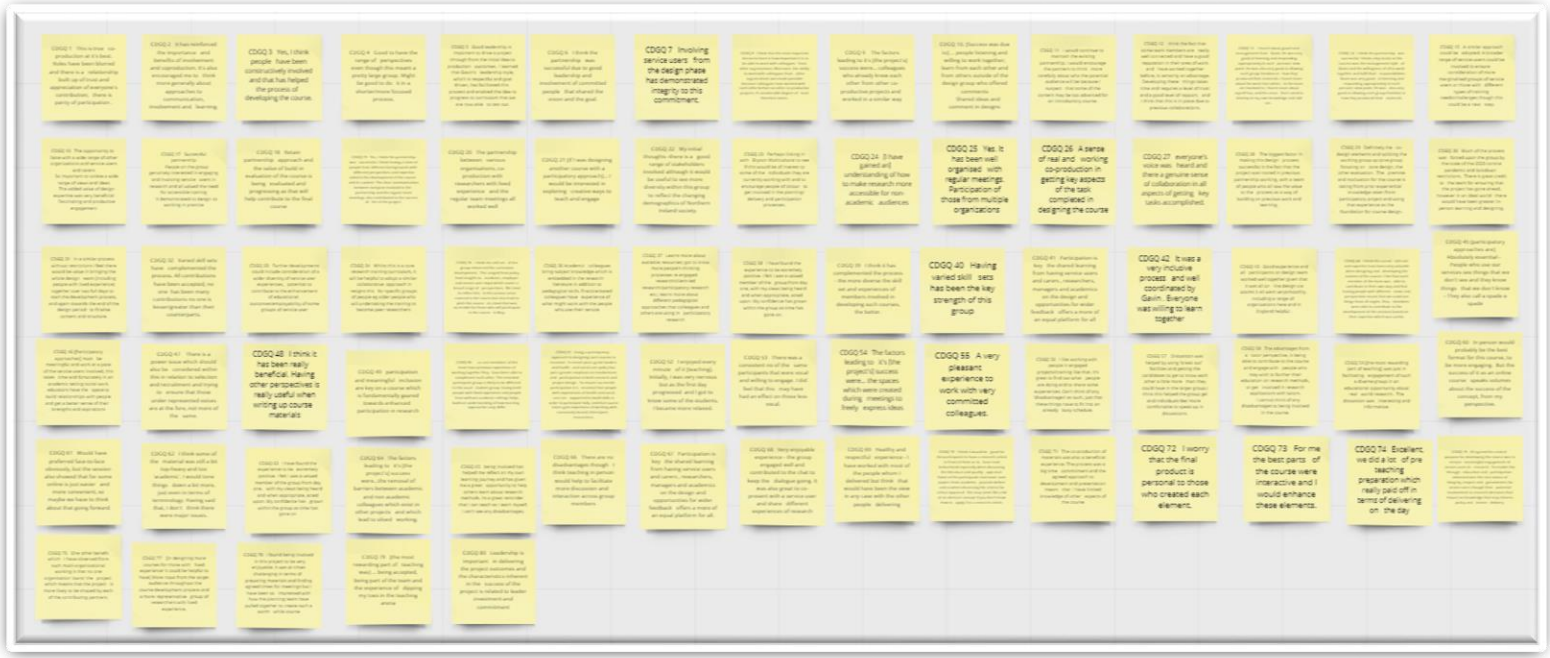


Figure 1: Example Miro Board

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PROCESS OUTCOMES APPLICATION ACTIVITY ADDITIONAL READING OVERVIEW ETHICS LITERATURE

STEP 2 & 3: CAPACITY BUILDING & DATA SORTING

- We provided each of the eight co-researchers with **individual Miro boards (see figure 1 – last slide)**
- A **twenty-minute training session** via Zoom was provided which included an overview of the PTE process and **instructions on using Miro and sorting data.**
- They were then asked to sort the quotes into groups based on what they thought was **the most apparent themes in the data** and **given 5 days to complete the task.**
- **No further instructions were given** by the research team as **we did not want to influence the analysis of the data or obstruct the emergence of unique perspectives** from the co-researchers.

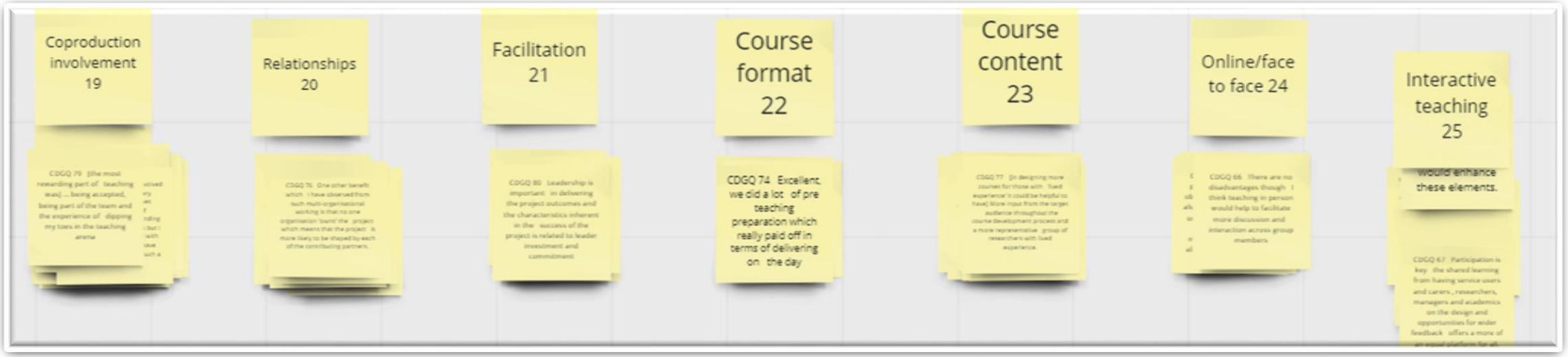

Figure 2: Example of a Co-Researcher's Miro board after completion of sorting task

STEP 4: DATA GROUPING

	A	B	C
1	Excerpt	Participant	Pile
2	CDGQ 1	P1	2
3	CDGQ 2	P1	5
4	CDGQ 3	P1	2
5	CDGQ 4	P1	6
6	CDGQ 5	P1	3
7	CDGQ 6	P1	3
8	CDGQ 7	P1	2
9	CDGQ 8	P1	7
10	CDGQ 9	P1	7
11	CDGQ 10	P1	7
12	CDGQ 11	P1	6
13	CDGQ 12	P1	7
14	CDGQ 13	P1	3
15	CDGQ 14	P1	3
16	CDGQ 15	P1	6
17	CDGQ 16	P1	7
18	CDGQ 17	P1	2
19	CDGQ 18	P1	7
20	CDGQ 19	P1	1
21	CDGQ 20	P1	7
22	CDGQ 21	P1	6
23	CDGQ 22	P1	6
24	CDGQ 23	P1	8
25	CDGQ 24	P1	2
26	CDGQ 25	P1	3
27	CDGQ 26	P1	2
28	CDGQ 27	P1	7
29	CDGQ 28	P1	7
30	CDGQ 29	P1	2
31	CDGQ 30	P1	10
32	CDGQ 31	P1	10
33	CDGQ 32	P1	1
34	CDGQ 33	P1	6
35	CDGQ 34	P1	6
36	CDGQ 35	P1	1
37	CDGQ 36	P1	1

Figure 3: Example of Excel File

- The themes organised by each co-researcher were assigned a number and i**nputted into a Microsoft Excel spreadsheet.** Three columns were utilised to distinguish (1) Topic (Excerpt ID), (2) Person (Co-researcher ID) and (3) Group.
- The excel file was uploaded to **online software created by Queen's University Belfast** for **network analysis.**
- The analysis creates a network of quotes, allocating **edge weights from the number of researchers who paired the quotes in the same themes.**

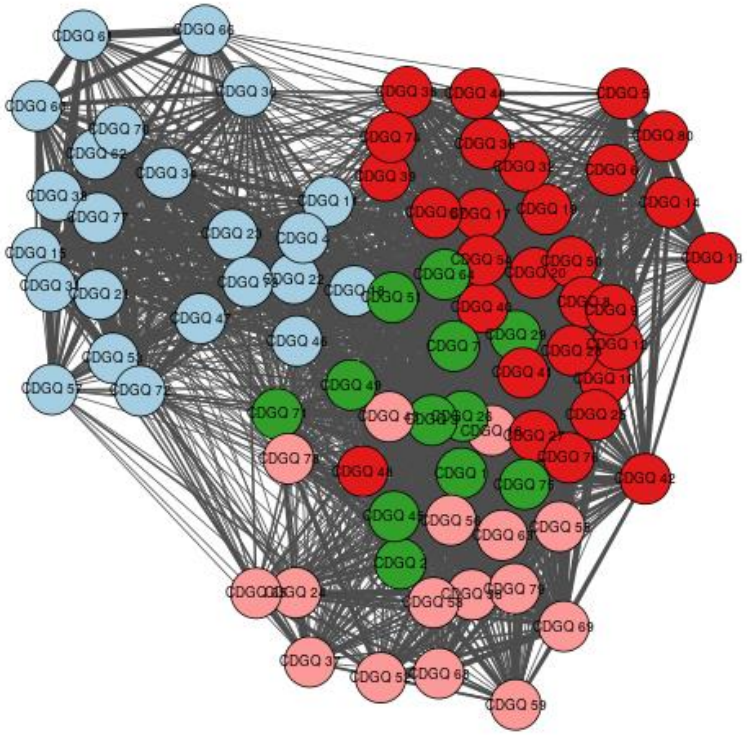

Figure 4: Network Analysis

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PROCESS OUTCOMES APPLICATION ACTIVITY ADDITIONAL READING OVERVIEW ETHICS LITERATURE

STEP 5: DATA ANALYSIS & INTERPRETATION

- **One week after** the data sorting took place, the network diagram along with the quotes within each group was **presented to the co-researchers via Zoom**.
- All eight co-researchers attended. The co-researchers were given access to a **communal Miro board** which was **colour-coded** to reflect the **Network analysis** prior to the meeting.
- The **network analysis diagram and corresponding Miro board** from step four was used **to help encourage discussion** on the identified themes
- **Four core themes** were identified by the co-researchers through the PTE approach.

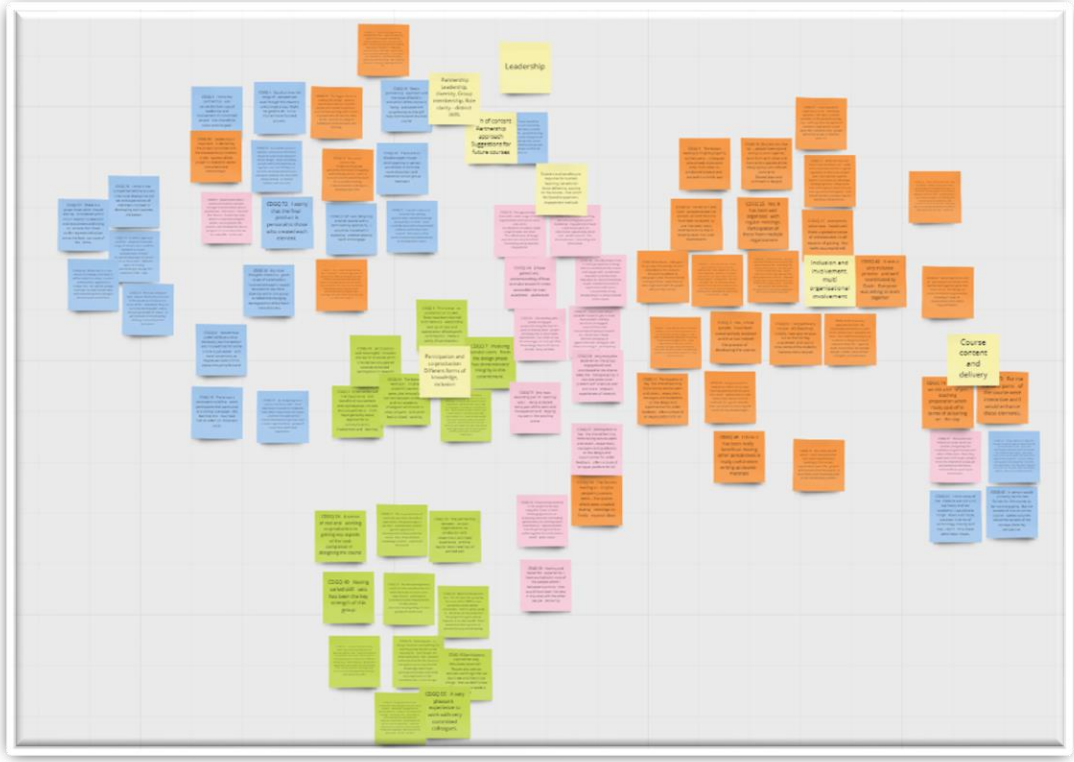

Figure 5: Miro Board post discussion

GETTING INVOLVED IN RESEARCH

FOUR CORE THEMES

PROCESS
OUTCOMES
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PARTICIPATION AND CO-PRODUCTION

"This is true co-production at it's best. Roles have been blurred and there is a relationship built up of trust and appreciation of everyone's contribution; there is parity of participation."
CDGQ 1

PARTNERSHIP AND LEADERSHIP

"I think the partnership was successful due to good leadership and involvement of committed people that shared the vision and the goal." CDGQ 6

COURSE CONTENT AND DELIVERY

"In person would probably be the best format for this course, to be more engaging. But the success of it as an online course speaks volumes about the success of the concept, from my perspective." CDGQ 60

INCLUSION AND INVOLVEMENT

"....the most rewarding part of teaching was being accepted, being part of the team and the experience of dipping my toes in the teaching arena" CDGQ 79

GETTING INVOLVED IN RESEARCH

CONCLUSION AND RECOMMENDATIONS

- The findings suggest that there have been **significant benefits** for all involved in the co-creation of 'Getting Involved in Research' including the **empowerment of service-user stakeholders** through their contributions to the **course design and teaching responsibilities**.
- The effectiveness of **power-sharing, accountability and democracy** in the process of co-creation is a sign of the **effectiveness** of the **participatory design** of 'Getting Involved in Research'.
- This study also correlates with existing studies that confirm **PTE as a reliable method of thematically analysing data** while also effective in engaging co-researchers meaningfully in research (Neill et al., 2021; Yap et al. 2020; Best et al., 2019).
- Future research should explore the **implementation of other processes** that could **further devolve power** and **enable meaningful lived experience contribution and more leadership in course design and delivery.**

THANK YOU FOR LISTENING TO…

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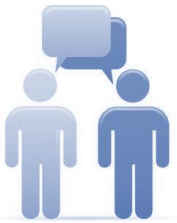
FURTHER QUESTIONS? Please do make contact c.j.mccartan@qub.ac.uk
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