

## DATA COLLECTION

### Information adapted from:

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Sage Publications.

Lichtman, M. (2010). *Qualitative Research in Education: A User's Guide*. Thousand Oaks, CA: SAGE Publications.

Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice*. Sage Publications.

Saldana, J. (2015). *The coding manual for qualitative researchers*. Sage Publications.

## LEARNING STANDARDS

**Session Description:** In this session, collaborators will learn best practices for collecting qualitative data and recruiting participants for their research projects. The session will cover practical strategies for recruiting participants, including identifying potential participants, contacting them, and scheduling data collection sessions. Through a combination of interactive activities, participants will gain practical skills and knowledge to help them collect high-quality qualitative data for their research projects.

### YPAR Learning Standards:

1. Identify potential participants for their research projects and develop effective strategies for contacting and recruiting them.



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

2. Apply best practices for collecting qualitative data and recruiting participants to their research projects.
3. Explain the critical steps in data collection, including developing an interview guide or observation protocol, recruitment protocols, and protecting participant confidentiality.

## MATERIALS

---

- ☐ Process journal
- ☐ Pencils/Pens
- ☐ Display screen
- ☐ Data collection plan and timeline
- ☐ Interview or focus group questions, or if they are doing observations, they will need their fieldnote template.
- ☐ Recording device
- ☐ Handout - Helpful information for [interviews and focus groups](#)
- ☐ Handout - YPAR Timeline
- ☐ Consent forms (if necessary)

## LESSON (25 minutes)

---

*Note on the structure of the lessons: The lessons situate the teacher as the leader or facilitator, but feel free to engage students as leaders/facilitators in preparing the lesson or the lesson itself. You can rotate students to be co-leaders/facilitators throughout the various sessions. They can co-lead with you by preparing beforehand a “mini-lesson” on one of the topics or guiding the conversations during group discussions. We are working on structuring these lesson plans, which engage all research collaborators in the teaching/learning process.*

## Introduction (5 minutes)



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

1. Check-in with students to ensure they have all their materials (see above for the checklist).
2. Ask students to look at their YPAR Timeline and adjust any dates and people's names responsible for any tasks.
3. Ask students to revise their tasks in the table "team task breakdown." Students will need to come back to this handout and adjust accordingly.

### Team Task Breakdown

Have students write down their tasks for data collection.  
YPARinSchool.com created this team task breakdown.

	Task One	Task Two	Task Three	
Task Name				
Task Leader				
Individual or Group?				
Who to talk to?				
Protocol needed: Surveys, observations, interviews?				
Materials needed?				

### Activity (20 minutes) - Creating a recruitment plan

***Recruitment information in qualitative research:***

*Recruitment is a critical aspect of qualitative research, as the study's*



*success often depends on the quality of the participants recruited. Here is some vital recruitment information for qualitative research:*

- 1. Target population: Researchers should identify the target population for their study, such as age, gender, ethnicity, profession, and other relevant characteristics. This will help ensure that the recruited participants represent the intended population and can provide relevant insights.*
- 2. Inclusion criteria: Researchers should develop clear inclusion criteria that specify the characteristics of participants that meet the research objectives. This will help ensure that participants meet the requirements for the study and can provide valuable insights.*
- 3. Exclusion criteria: Researchers should also develop exclusion criteria that specify the characteristics of participants who are not eligible for the study. This will help ensure that participants who may bias the study results are not recruited.*
- 4. Recruitment methods: Researchers should use a variety of recruitment methods to reach potential participants, such as social media, flyers, email, referrals, and community outreach. Using multiple methods can increase the pool of potential participants and improve the sample's representativeness.*
- 5. Informed consent: Researchers should obtain informed consent from all participants, including information about the study objectives, procedures, risks, benefits, confidentiality, and participant rights. Participants should be able to decline participation or withdraw from the study at anytime.*
- 6. Compensation: Researchers may offer compensation to participants, such as a gift card, cash, or other incentives, to encourage participation and compensate for their time and effort.*
- 7. Ethical considerations: Researchers should follow ethical guidelines for recruitment, such as protecting participant privacy, avoiding coercion or undue influence, and ensuring that*

*participants understand the nature of the study and their rights.*

*By considering this important recruitment information for qualitative research, researchers can ensure that they recruit a high-quality sample of participants that can provide valuable insights into their research objectives.*

1. Ask students to discuss and write down who their participants will be and how they will reach out to the people they want to get information from.
  - ☐ Who are your participants? What characteristics do they need to have?
    - ☐ *Identify participants who have relevant knowledge or experience related to the research topic. Depending on the research questions, the students may want to interview people from different backgrounds, age groups, or professions.*
  - ☐ How will you reach out to them?
2. One of the ways that help to obtain information is by creating a flyer that can be easily distributed around the school and community with key information.
3. Ask students to analyze a recruitment flyer. Here are some examples that can be shared:



**Women from Farm Working Background Research Study**



- Contact:**  
Rosalinda Godinez  
for more information at  
[rgodinez@berkeley.edu](mailto:rgodinez@berkeley.edu)

Share your story  
rgodinez@berkeley.edu





You can ask the students the following questions: what are the core elements in the flyer?

4. After reviewing a recruitment flyer, students can create a recruitment flyer. The recruitment flyer can be emailed to the participants and/or can be placed around the school/community for potential participants to contact students directly. The recruitment flyers will include the following information:

- ☐ The purpose of the project or the research questions
- ☐ The names of the researchers
- ☐ The type of method (interview, focus group, etc.)
- ☐ The participant's characteristics needed
- ☐ Contact information
- ☐ Any incentive that will be given after the interview (for example, candy as an incentive)



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

5. Ask students to strategize for recruiting participants, including identifying potential participants, contacting them, and scheduling data collection sessions.

### **THE LAST STEP OF DATA COLLECTION IS TO COLLECT THE DATA**

6. Students will collect data in class and or outside of class. The way that you structure this will be up to the collaborators. Students will collect the data using their chosen qualitative method. They will follow the procedure outlined in the interview guide or observation protocol and take detailed notes during the data collection to supplement the recording.

#### **Data Collection Checklist:**

- ☐ data collection plan and timeline
  - ☐ Location: Have you identified a suitable location for the data collection? Is it quiet, private, and comfortable for the participants?
  - ☐ Participant recruitment: Have you identified potential participants? Have you contacted them and scheduled the data collection session(s)?
  - ☐ Time management: Have you allocated enough time for the data collection? How do you plan to manage time during the session(s)?
- ☐ [Interview or focus group] questions, or they will need their fieldnote template if they are doing observations.
- ☐ Note-taking materials: Do you have enough notepads, pens, pencils, or other materials for taking notes during the data collection?
- ☐ Students will need a recording device
- ☐ Helpful information for [interviews and focus groups](#).
- ☐ Consent forms (if necessary)





SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

- ☐ Confidentiality: Have you taken measures to ensure the confidentiality of the participant's responses and personal information?
- ☐ Data storage: Have you identified a secure location to store the data after collection? Have you planned to back up the data to avoid loss or damage?
- ☐ Flyer
  - ☐ Identified participants and contacted them.

### SUMMARY (5 Minutes)

---

1. Remind students that recruitment flyers are essential to the data collection process. Visually they help get people's attention to explain the main parts of your research project.
2. Explain the learning standard (if you haven't already) by explicitly sharing how they relate to their learning in the class:
  - a. **YPAR Learning Standard:**
    - i. Students will be able to identify potential participants for their research projects and develop effective strategies for contacting and recruiting them.
    - ii. Students can apply best practices for collecting qualitative data and recruiting participants for their research projects.
    - iii. Students will be able to explain the critical steps in data collection, including developing an interview guide or observation protocol, recruitment protocols, and protecting participant confidentiality.
  - b. **NCSS's Social Studies Standard Alignment:**
    - i. **IV: Individual Development & Identity:** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life (Expectation "b").
    - ii. **VIII: Science, Technology, & Society:** Recognize and interpret varied perspectives about human



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures (Performance Expectation "e").

3. **Take home assignment (in process journal):** Ask students to finish their recruitment flyer and complete the data collection checklist.

**Assessment:**

1. Assign students to identify potential participants for a research project and develop a recruitment plan that includes practical strategies for contacting and recruiting participants. Students can present their recruitment plan to the class for feedback and discussion.
2. Provide students with a hypothetical research scenario and ask them to explain the critical steps involved in data collection, including developing an interview guide or observation protocol, recruitment protocols, and protecting participant confidentiality. This can be assessed through a written assignment or class discussion.



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

