

Using and sharing social research in school

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The James
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Introduction

- Social researcher
- People's behaviour and attitude to natural resources, environment, land management
- How can a social researcher ensure the research is relevant to society, involve people?
 - ▶ Involve people in research by feeding back to study participants
 - ▶ Do the research *with* people (not just *on* them)

Science weeks in Primary Schools

- Dominated by natural sciences – chemistry, physics, perhaps biology
- Rarely social sciences but methods are used (e.g. survey for packed/school lunches; organising healthy tuck shop)

Aim and purpose of my visit

- Teach about and raise interest in social science
- By doing a social science experiment with pupils

Science week in Primary Schools

- Preparation
 - ▶ Get 'go ahead' from Institute
 - ▶ Agree time slot, class level
 - ▶ Find relevant topic in consultation with teacher
- Schedule for the day
- Wrap up
 - ▶ Check data entry
 - ▶ Run analyses
 - ▶ Write up results in report

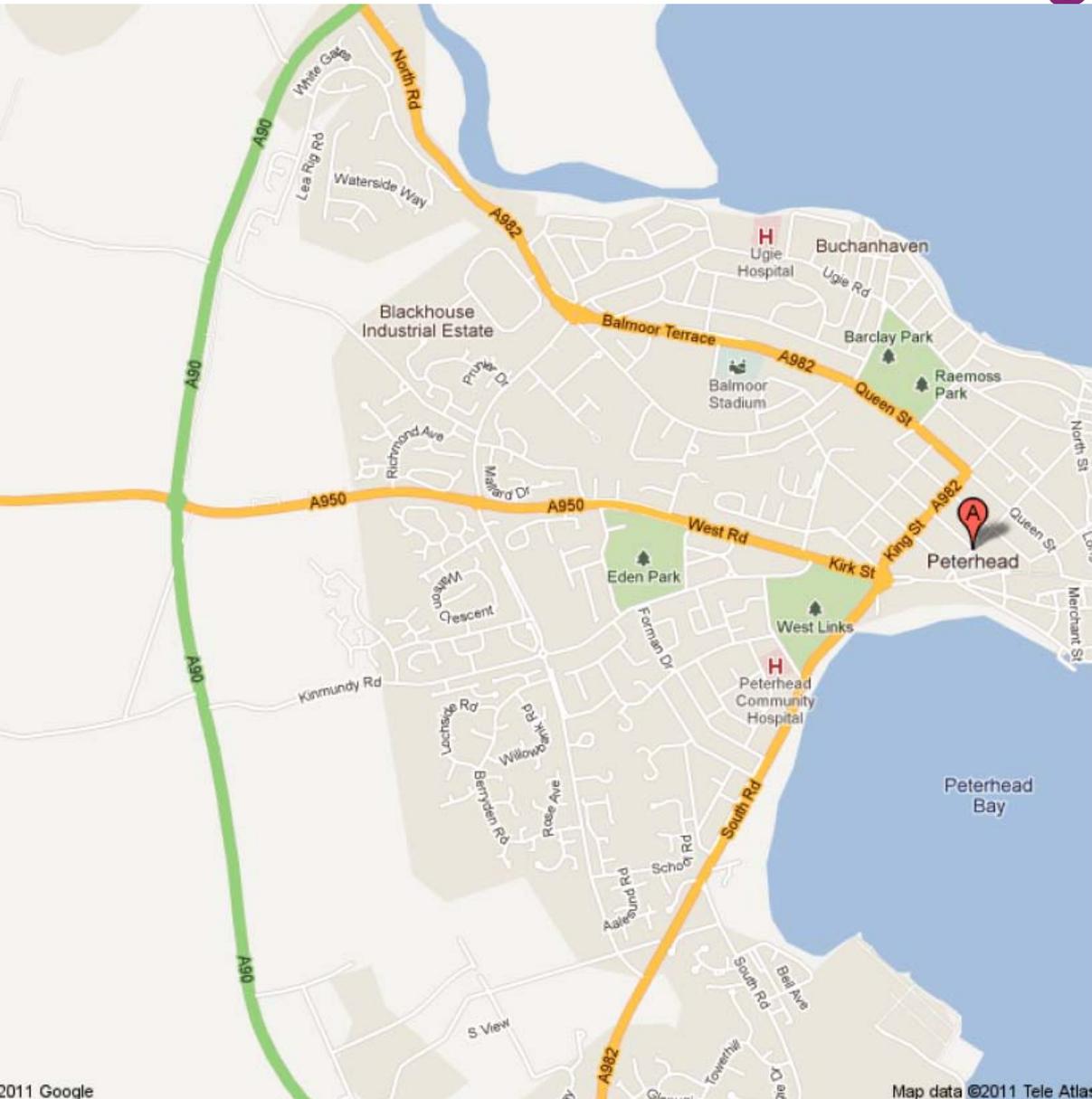


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Peterhead



Peterhead – what about greenspace?



- What is greenspace?
- Public or private use?
- Formal parks or ‘wild’ areas?
- Trees or lawn?



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Peterhead – what about greenspace?



Schedule for the school visit

09:05-09:45 **Introduction** to the James Hutton Institute, different sciences and Pipe Dreams game - online game

Social Research Experiment

09:45-10:15 Discuss research questions; develop a **questionnaire**, print the questionnaire

10:15-10:45 **Collect data**, i.e. respondents (students) fill in the questionnaire

10:45- 11:00 Break

11:00- 11:15 **Enter** data into Excel

11:15- 11:45 **Analyse data**, create graphs/ bar charts

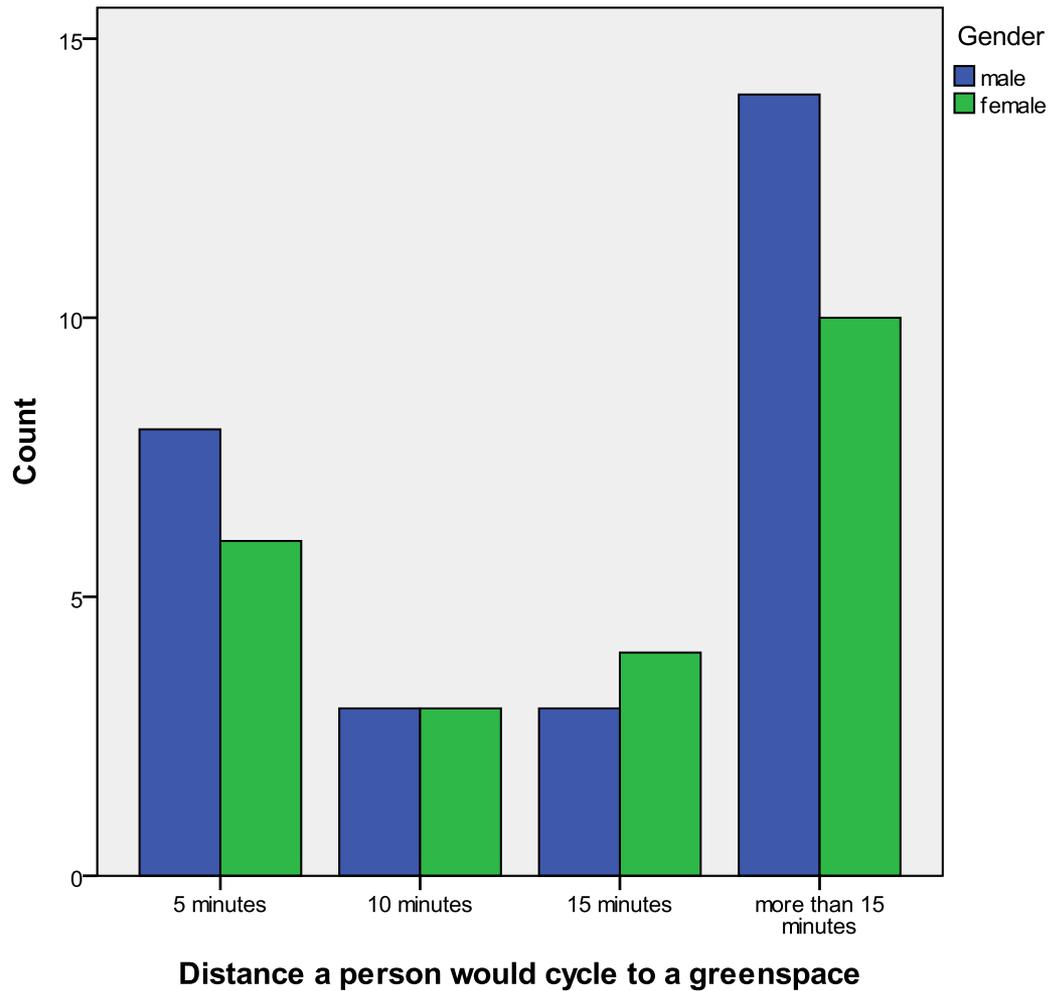
11:45- 12:00 **Discuss findings**, explain how scientific results are documented, limitations and possible extension of survey. Prepare to present results (e.g. to other class)

Questionnaires

March 2011	September 2011
Use of Greenspace in Peterhead	Survey about the use of greenspace in Peterhead
1. Is there enough greenspace in Peterhead? <input type="checkbox"/> Yes <input type="checkbox"/> no <input type="checkbox"/> don't know	Do you use greenspace in the town of Peterhead? <input type="checkbox"/> Yes <input type="checkbox"/> no <input type="checkbox"/> don't know
2. What do you use greenspace for? <input type="checkbox"/> Football <input type="checkbox"/> Planting/growing veg <input type="checkbox"/> Rugby/ walking <input type="checkbox"/> Easter egg hunt <input type="checkbox"/> Other.....	If you use greenspace how often do you use it? <input type="checkbox"/> Every Day <input type="checkbox"/> Once a week <input type="checkbox"/> Once a month <input type="checkbox"/> Hardly ever
3. How far would you cycle to a greenspace? <input type="checkbox"/> 5 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 15 minutes <input type="checkbox"/> More than 15 minutes	What do you use green space for? <input type="checkbox"/> Playing <input type="checkbox"/> Camping <input type="checkbox"/> Bike racing <input type="checkbox"/> Horse riding <input type="checkbox"/> Sports day <input type="checkbox"/> Gardening / growing plants <input type="checkbox"/> Walking the dog <input type="checkbox"/> BBQs <input type="checkbox"/> Other.....
4. How far would you walk to a greenspace? <input type="checkbox"/> 5 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 15 minutes <input type="checkbox"/> More than 15 minutes	Why do you think we need to have greenspace in town? <input type="checkbox"/> To keep healthy <input type="checkbox"/> To graze sheep / cattle <input type="checkbox"/> To get exercise <input type="checkbox"/> Space to relax <input type="checkbox"/> Other.....
5. Are you male <input type="checkbox"/> or female <input type="checkbox"/>	Are you? Male Female



Visualising data in charts



Preparing Tables & Charts

Figure: Use of greenspace

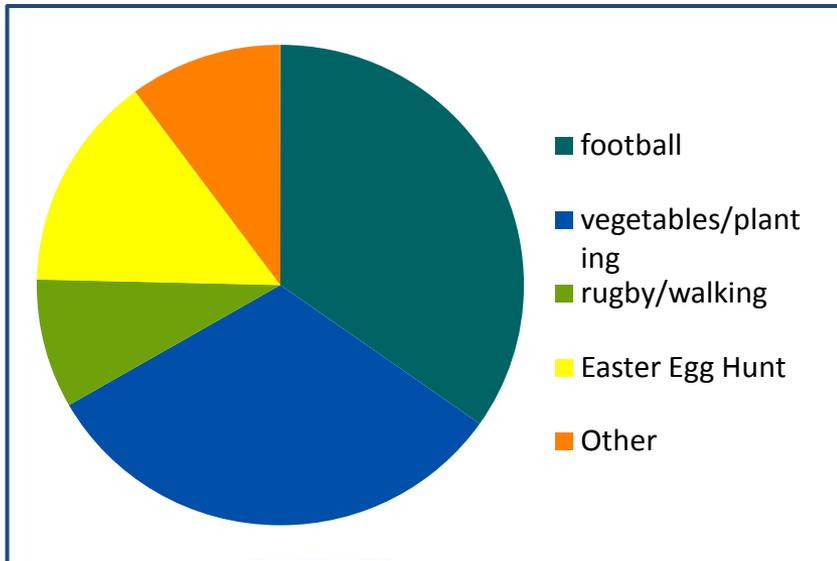


Table: Distance a person would cycle or walk to a greenspace

Distance in minutes	CYCLE		WALK	
	Frequency	Percent (%)	Frequency	Percent (%)
5 mins	14	27.5	10	19.6
10 mins	6	11.8	17	33.3
15 mins	7	13.7	9	17.6
> 15 mins	24	47.1	15	29.4
Total	51	100.0	51	100.0

Conclusions I

- Skills required
 - ▶ Be comfortable interacting with primary school pupils
 - ▶ Identify subject that overlaps with your expertise, children's interest (and curriculum)
 - ▶ Make mistakes and point out what can be learned from them (errors in scientific studies)
- Attention to
 - ▶ Ethical considerations
 - ▶ Health and safety

Conclusions II

Benefits of sharing social research in schools for...

Students/ teachers	Science community	Society
<ul style="list-style-type: none"> • Better understanding of social science methods, use, limitations • have fun + learn across subject areas • critical thinking • opportunity to take ownership of results 	<ul style="list-style-type: none"> • insights in under-researched group (children) • confidence to produce relevant science 	<ul style="list-style-type: none"> • relevant science • 'grounded' scientists • students that enjoy learning, questioning • engaged students/ citizens

Acknowledgements



LandscapePartners project

The contribution of multi-stakeholder partnerships to sustainable landscape management

www.macaulay.ac.uk/LandscapePartners

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