



Co-constructing knowledge with children

Penelope Carroll, Christina Ergler, Lanuola Asiasiga, Karen Witten

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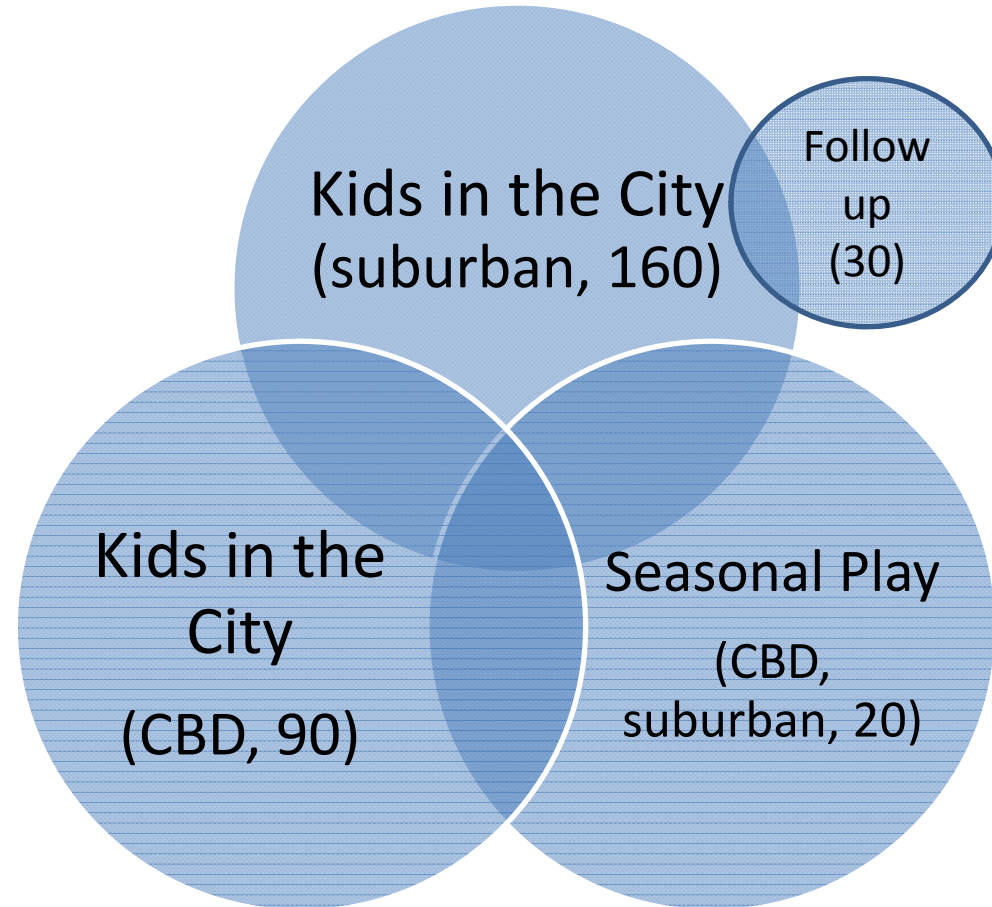
Research context

- Well-being of urban children
- ‘Unfriendly’ cities
- Physical, social and mental development
- Still lack of children’s voice in urban planning



How to access authentic children’s perspectives and experiences, which can then inform urban planning?

Studies



Mixed-method research

Method	Kids suburban	Suburban follow up	Kids CBD	Seasonal Play
GPS logs	*		*	*
Accelerometers	*		*	
Travel diaries	*		*	*
Go-along interview	*		*	*
Semi-structured interviews		*	*	*
Working with maps and photographs		*	*	*
Child analyst				*
Focus groups			*	

Go-alongs

Kids in the City

- Adolescent interviewers
- Audio recorders
- Cameras
- GPS
- Maps
- Schedule of questions
- Following researcher



Seasonal Play

- Child interviewers
- Audio recorders
- Cameras
- GPS
- Adult field assistants
- Schedule of questions –
for field assistants only



Go-alongs with adolescent interviewers





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What worked?

- Capacity building of adolescent interviewers
- Walking and talking worked
- In-place knowledge and behaviour revealed
- Children enjoyed the experience – felt valued

Challenges and reflections

- Insufficient training of adolescent interviewers
- Logistical and technical difficulties
- Variable data quality



Research design assumptions challenged



Additional affinity group interviews with 30 children

In next Kids in the City study:

Semi-structured indoor interviews *before* go-alongs

Adolescent interviewers replaced by trained qualitative researchers

Seasonal play child-led go-alongs





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What worked?

- Children were motivated and interested (study initiated by children themselves)
- Child-child neighbourhood walk favourite part of the research for many of the children
- In-depth knowledge and behaviour revealed
- Observations of play, activities and perceptions of the world revealed
- Unconscious play patterns and acculturation revealed – city/suburban and individual differences

Challenges and reflections

- Not-enough time to show all play spaces children desired
- Observations filtered through field assistants' lenses
- Time constraints of families and researchers



‘Beyond passive participation’:
allowed room for children’s interest in research

Conclusion

- Putting expectations and reality in perspective
- If 'child-led', need to take children seriously in their wishes and recommendations, including non-participation
- Need to leave enough space in research designs to account for children's agendas
- Project outcomes not only findings, but outcomes of participation for children.

