

# JuxtaLearn

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## Questionnaire planning

Frame a questionnaire for semi-structured interviews using six Ps of engagement (Holliman, 2013):

**People:** who are you? Teacher/ student/ researcher/ manager/ other

**Purpose:** Why are you doing it? What are your aims?

**Process:** what did you do? When? How often?

**Place:** Where did you do it? School/ indoors/ outdoors/ classroom/laboratory / online?  
Other

**Participation:** was it planned? What was planned? Did it work out as planned?

**Performance:** What were the benefits? Were there any benefits? Changes? Effects?

**Politics:** what's the effect locally?

This might need to be observed rather than directly queried – see Andrew's blog

(<http://storyboardsandtrickytopics.blogspot.co.uk/2014/08/collecting-data-about-engagement-quick.html>)

If framed round a model of engagement that anticipates behaviours and conditions (Hartnett et al., 2012) then questions would be under headings of:

- **Behaviours:**
  - **Sharing:** who did you do this with? Did you have to negotiate in order to share? Who with?
  - **Sense making:** who did you talk with, who did you feedback to? What did you need? What new understanding did you gain? Sense making has various characteristics (Weick, 1995), requires sharing and is cyclic (Lave and Wenger, 1991, Weick, 1995). So we could look for those characteristics, identity, retrospection, enactment, social ongoing, extracted cues and plausibility. How do we ask?
  - **Adapting:** what influenced you? What persuaded you? Did you change in some way? Did you learn something new? What were the benefits? Were there any benefits? Changes? Effects?
- **Conditions**
  - **Participants:** who are you? Who were you with?
  - **Environment:** where were you? Where did you do it? What was it like?
  - **Knowledge:** what knowledge did you bring at the start of the process? What knowledge did you gain during the process?

The two approaches (Holliman, 2013, Hartnett et al., 2012) can be combined as some overlap exists.

Some qualitative questions might be better asked of focus groups than individuals, and would need amending to create a set of questions for a survey.

## References

- Hartnett, E., Daniel, E. and Holti, R. (2012) 'Client and Consultant Engagement in Public Sector Is Projects', *International Journal of Information Management*, Vol 32, No 4, pp. 307-317.  
Available from: <http://oro.open.ac.uk/33684>
- Holliman, R. (2013) "An Engaging Thesis", *NCCPE's Blog: Exploring how universities engage with the public*, [online], <http://www.publicengagement.ac.uk/blog/engaging-thesis>
- Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*, ed, Cambridge, Cambridge University Press.
- Weick, K. E. (1995) *Sensemaking in Organizations*, ed, Thousand Oaks, Sage Publications.