

**Using collaborative evaluative research to
'make more of an impact'.**

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INTRODUCTION

Context:

- A collaborative research project between Southampton Solent University, Sport Hampshire and Isle of Wight (now known as 'Energise Me') and Create Development.
- The research project was conducted during the 2015/16 academic year (October 2015 to May 2016).
- The final report was released on 29th July 2016.
- The research was put in place to evaluate the impact of a particular 'Physical Activity Programme' designed by Create Development.



Purpose of the collaborative research:

1. To use methodology based evidence to help further develop the already established work by Create Development in measuring the impact of the programme.
2. To add to the efficacy of the programme by highlighting specific areas of strengths and weaknesses in order to develop the programme and ultimately *'make more of an impact'*.
3. To strengthen the links between academia and industry practitioners through a collaborative effort of research and enterprise.



Create Development:

- As an organisation their core values consist of 3 central philosophies:
 1. Creating clear, shared learning journeys;
 2. Providing quality personalised opportunities;
 3. Shifting responsibility towards the learner.

(Create Development, 2016a)

- Programmes and resources have been produced to support schools, families and communities in order to '*redefine what's possible*' for Physical Education (PE), sport and physical activity, through a positive and inclusive culture that encourages being active for life.

(Create Development, 2016b)

The Programme under evaluation:

Home Pack



- An early intervention tool for Foundation Stage (up to 5 year olds) and Key Stage 1 (5-7 year olds).
- Designed to encourage and develop positive family relationships through playing and learning together, whilst supporting children to develop physical literacy, emotional and thinking skills.

Was it already ‘making an impact’?

- Impact measurement tools form an integral part of the programme in order to monitor improvements in the following 4 areas:
 1. Children’s Fundamental Movement Skills
 2. Children’s Personal and Social Skills
 3. Parent/Carer confidence to play with their children
 4. The amount of active family play at home

(Create Development, 2016e)

- As these were already embedded within the programme, following a planning meeting with Create Development it was decided that the research would integrate these 4 areas into the methodology design.

The impact:

- It was claimed that the programme was instrumental in helping families to be physically active together outside of school times, specifically in the evenings and weekends (Create Development, 2016c).
- This is acknowledged as the highest period in which sedentary behaviour occurs (Green and Hardman, 2013).
- It was also claimed that the programme contributed towards the development of Fundamental Movement Skills (FMS), such as agility, balance and coordination, further aiding child development in these important areas (Create Development, 2016d).

Aim and Objectives:

Aim:

- To establish the particular mechanisms within the Family FUNS programme that demonstrated impact.

Objectives:

- To investigate parent/guardian viewpoints of the programme.
- To investigate teacher viewpoints of the programme.
- To analyse the data collected in order to establish what worked for 'who and why'.
- To conclude (using the data analysis and observational notes) on where the programme's strengths and weaknesses were and offer suggestions for further development.

Intended ‘collaborative’ outcomes:

- To understand what worked for ‘who and why’ in the context of the Family FUNS programme.
- To contribute towards building a more robust and evidenced based programme that would help inform policy, planning and physical activity development within schools.
- To validate the claims made by Create Development in relation to the programme impact.
- To enable the programme to ‘*make more of an impact*’.



METHODOLOGY

Sampling:

- Purposeful Sampling.
- Derived from non-probability sampling and asserts that participants should be selected based on their similarities and their ‘purpose’ within the research in terms of helping the research reach its objectives (Saunders, Lewis & Thornhill 2012).
- In the case of this research, purpose was determined by involvement in the programme.
- A total of 6 Schools (18 Participants).

■ i.e.

School	Duration of Project	Number of Participants
1. School 1	8 Weeks	2 Parents/Guardians (Female) 1 Teacher (Male) (Interviewed)
2. School 2	1 st Programme of 10 Weeks 2 nd Programme of 10 Weeks	2 Parents/Guardians (Female) 1 Teacher (Male) (Interviewed)

Ethics:

- Interactions with people during qualitative research can create ethical dilemmas and a clear ethical procedure is therefore needed to ensure that all research participants are treated with respect and dignity (Markula & Silk 2011).
- In the case of this research, ethical clearance was granted through Sport Hampshire and IOW, alongside agreement with Create Development as the programme developers.
- Southampton Solent University ethics was followed as required i.e. participant signed consent / participant information sheet etc.
- All participating schools provided gatekeeper and access consent for the research.

Methodology: Q

- Q is a methodology that concentrates on the subjective viewpoints of different participants to find similarities amongst their thoughts and directs them to separate what works for them and why (Watts and Stenner, 2012; Pawson and Tilley 1997).
- Practically, Q comprises of developing a set of statements which represent viewpoints of individuals involved in a particular programme or topic.
- These statements are then ranked by the individuals into a Q-Sort or Bell Curve (Watts and Stenner 2012).
- Given the various stakeholders involved and the possibility for a range of subjective viewpoints based on individual preconceptions, the use of Q provided a stronger basis of objectivity to alleviate any potential biases in order to identify shared viewpoints.

Implementing Q Methodology:

- In order to provide a comprehensive view Q involves a number of key stages:
 1. Identify Particular Discourse Under Investigation
 2. Identify Concourse
 3. Develop Q-Set
 4. Select P-Set & P-Set Sort
 5. Data Analysis

- The starting point of the design was to gain a thorough understanding of the concourse.

- Once the concourse had been understood (this was greatly helped by contributions from the programme developers), it was then possible to design a Q-Set.

- The Q-Set for this particular research consisted of 30 statements derived from the concourse. The statements were devised to effectively question key areas of the programme under investigation.

Family FUNS Q-Set:

ITEM	STATEMENT
01.	The Family FUNS sessions have improved my child's learning.
02.	The Family FUNS programme has helped us learn together as a family.
03.	The Family FUNS sessions have improved my child's physical skills.
04.	As a result of the Family FUNS sessions my child is happier.
05	The Family FUNS sessions have improved my child's confidence to trying new challenges.
06.	The Family FUNS sessions have helped to improve my child's thinking skills, such as solving problems.
07.	The Family FUNS sessions have helped to improve my child's creative skills, such as finding new ways to play.
08.	As a result of the Family FUNS sessions my child's behaviour has improved.
09.	As a result of the Family FUNS I enjoy spending more time at my child's school.
10.	As a result of the Family FUNS programme I am more confident about speaking with my child's teacher(s).
11.	As a result of the Family FUNS programme I have learned different ways to praise and encourage my child.
12.	The Family FUNS sessions have helped my child to improve important life skills, such as turn taking.
13.	As a result of the Family FUNS sessions we are playing more as a family.
14.	As a result of the Family FUNS sessions we are more physically active as a family.
15.	Family FUNS should be made available to all families.
16.	The Family FUNS sessions have helped to improve my child's coordination.
17.	The Family FUNS activities have been enjoyable for both me and my child.
18.	The Family FUNS games and challenges are easy to use at home.
19.	The tips and advice on the reverse of the Family FUNS cards are useful to improving my child's skills.
20.	At Family FUNS sessions we are made to feel special.
21.	The Family FUNS sessions help to improve my child's balance.
22.	I can use all the activities in the Family FUNS home pack easily.
23.	The Family FUNS sessions helped to increase my child's confidence.
24.	The Family FUNS sessions have increased the amount of time we spend together as a family.
25.	The Family FUNS sessions have helped to improve my child's agility.
26.	The Family FUNS sessions has given me ideas on how to play with my children.
27.	As a result of Family FUNS sessions I feel I can help my child more at home with their learning.
28.	The Family FUNS sessions have helped me understand how my child learns.
29.	The Family FUNS programme delivers everything it promised at the outset.
30.	We go to different places such as the local park to spend time and be active using Family FUNS activities.

DATA ANALYSIS, RESULTS AND CONCLUSION

Data Analysis:

- The initial stage of data analysis focused on deciphering and ascertaining a clearer picture of the commonalities in viewpoints emerging from the Q-Sort.
- Various computer software packages are available for conducting factor analysis, in this instance the 'PQ Method' software was utilised which is a common choice for Q practitioners (Brown, 1996).
- In simple terms the programme extracts what shows the highest commonality amongst participant responses and separates them into 'factor arrays'.

Factor Arrays:

- For the purpose of this research, analysis of the factors involved adapting a process by Watts and Stenner (2012), which included highlighting statements from the data that fitted into the following categories:
 - Items ranked at +4
 - Items ranked *higher in the factor array than any other array*
 - Items ranked *lower in the factor array than any other array*
 - Items ranked at -4

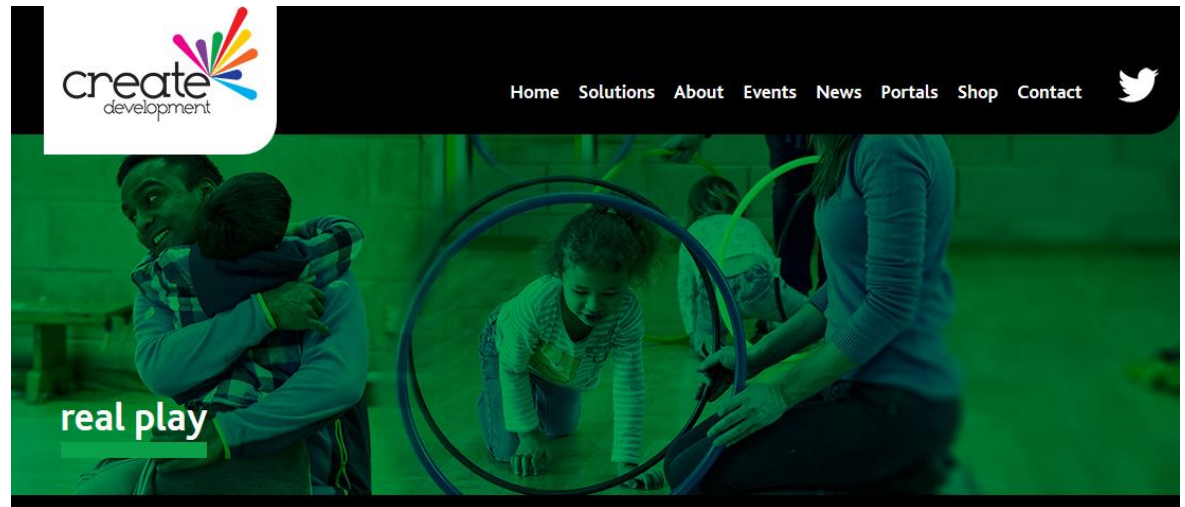
- Following the Q-Sort analysis, 3 factors were identified as follows:
 1. **Skill development but no notable improvement in confidence**
 2. **Resource specific training for parents/guardians**
 3. **Learning achieved but no notable improvement in behaviour**

Conclusion:

- Unquestionably based on the results from the research, the Family FUNS programme had a positive impact on the schools and families involved.
- This appeared to be largely due to its ability to bring families closer together within a physical activity environment (which validated the claim made by Create Development).
- However it was recommended that there should be further consideration towards *‘providing training for parents/guardians’* in the use of the resources both during the school based sessions and at home.
- It was also recommended that there should be further emphasis placed on *‘understanding behaviour’* amongst the participating children and the potential impact that the programme could have on this, not only within school, but also at home.

So did we *'make more of
an impact'*...

Yes we did!



Families playing and learning together

What is real play (formerly known as Family FUNS)?

This captivating programme supports families through the power of play. **real play** includes training to support practitioners with a unique approach and fun strategies to encourage families playing, learning and being physically active together.

Flexible options for resources allow focused intervention with groups of families, one-to-one mentoring and even simple ways for whole classes and key stages to be included.

<https://www.createdevelopment.co.uk/real-play/>

Why real play?

Measured outcomes include improvements in:

- family activity levels
- parents'/carers' engagement and confidence
- children's Personal, Social and Emotional skills
- children's physical development

A new focus on the outcomes to place more emphasis on Family Activity Levels outside of the sessions and the development of Parents'/Carers' engagement and confidence.

All in an active, fun, thematic way!

Click on the links below to view more detailed information

[real play presentation](#) – includes impact report and showcase video.

[Read about the impact](#)

[An evaluation of impact study by Southampton Solent University](#)

[What children say](#)

["We have to be ambitious for families; they're far too important to be left to chance"](#) – read the blog by Ronnie Heath, Managing Director and hear how active family play lifted him from the life he could have had.



<https://www.createdevelopment.co.uk/real-play/>

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ANY QUESTIONS?

