

Hardacre, Charlotte ORCID: <https://orcid.org/0000-0002-3155-4132> and Stuart, Kaz ORCID: <https://orcid.org/0000-0002-7952-5779> (2017) Designing and delivering socially-just and authentic research & evaluation. In: University of Cumbria & Brathay Trust seminar series, 30 December 2017, University of Cumbria, Lancaster, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3474/>

***Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.***

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

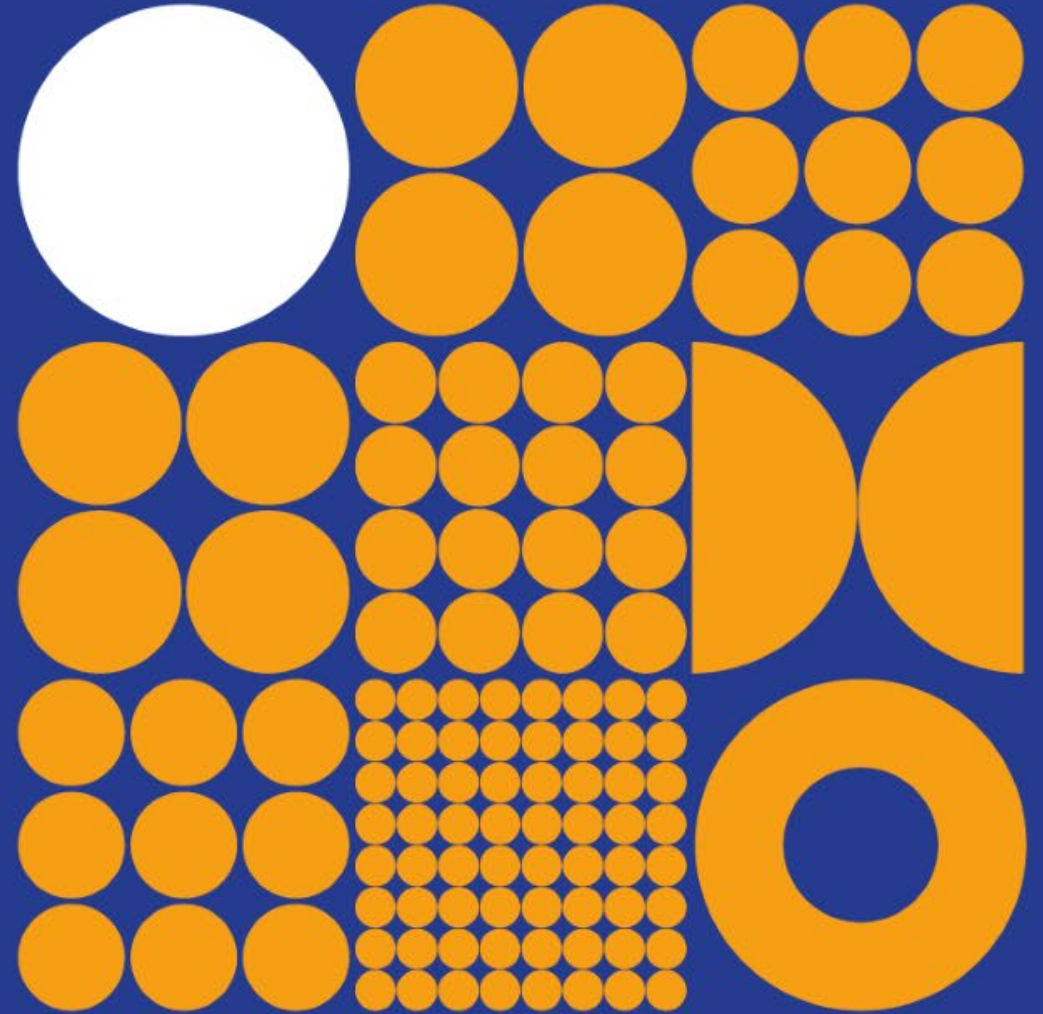
Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

**LANCASTER**

# **Socially-Just, Authentic Research and Evaluation Methods**

Dr Kaz Stuart and Charlotte Hardacre

**cumbria.ac.uk**



University of  
**Cumbria** 

# Aims

- Consider what we mean by key terms such as socially just and authentic
- Identify what you value most about your practice
- Use this knowledge to create a checklist that mirrors these values throughout your research and evaluation
- Think about how to make this a useful tool for the real world of research



# Research and Evaluation Agenda in the UK

- Services with no evidence are no good
- Evidence based practice is needed for everything
- A scientific approach will objectively 'prove' what works
- Hierarchical levels of evidence forcing a move to Random Control Trials
- A lack of evidence leads directly to cuts
- 'What Works' Centres driving the EBP movement
- It is becoming a 'tyranny of numbers' and 'datification' exercise (Boyle, 2000)



**Proposing an alternative:**

**Socially-Just & Authentic Research  
and Evaluation**



# Socially Just



# Authentic





Optimistic

Participatory

Compassionate

Transparent

Practice Values

Fair

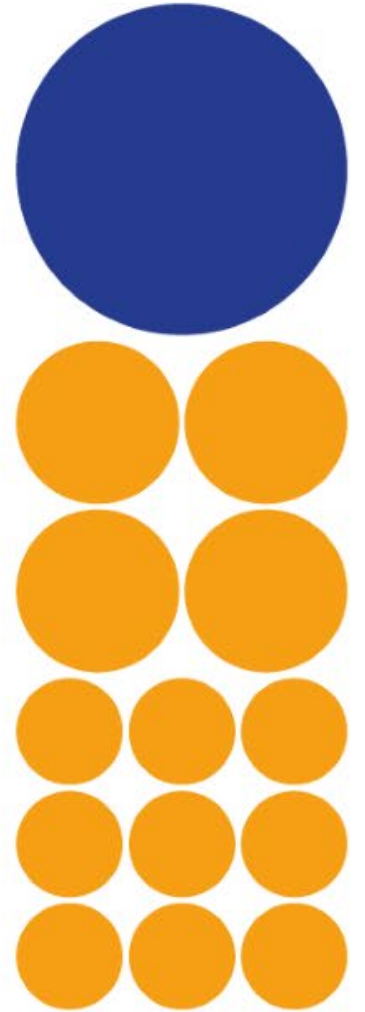
Honest

Equitable

Trust

Responsible

Voluntary





What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

# Points of Diversion

- Our values pave the path we take in our practice and our research
- Despite our deeply held beliefs there are powerful forces at work that can divert us
- We may only realise we have strayed from our values when we have already strayed quite far.



What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

## A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

# **Some examples of Socially-Just & Authentic Research and Evaluation**







### Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

2. At times I think I am no good at all.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

3. I feel that I have a number of good qualities.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

4. I am able to do things as well as most other people.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

5. I feel I do not have much to be proud of.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

6. I certainly feel useless at times.





# Line Outs - Human Likert Scales



Art  
Work



I remember being so cold and miserable, and yet so chuffed too, that I had got to the top of that hill.... I could do what I thought was impossible...even though it hurt!

# Photo Elicitation



# Key Tests for S-JARE

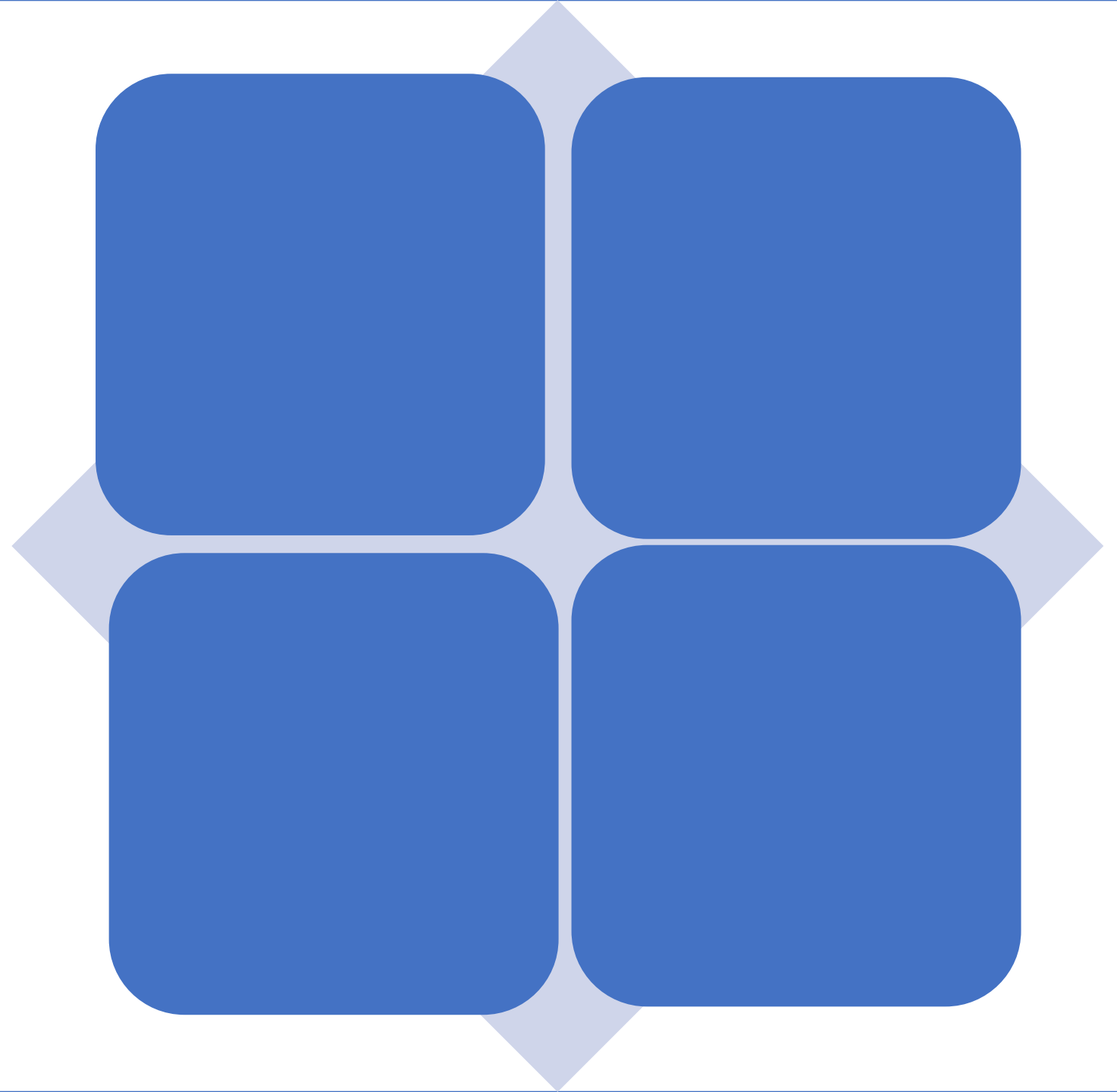
- Will the group want to do it?
- Does it fit in with what else they have been doing?
- Will they gain something from the activity?
- Will the activity give them further understanding of themselves and their life situation?
- Will the activity enhance their sense of empowerment?
- Does the activity enable everyone to take part?
- Will the information be used purposefully, no matter what it reveals?



What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

Making the  
invisible...visible





# References

Chapman, L., and West-Burnham, J. (2010) *Education for Social Justice. Achieving Wellbeing for All*. London: Continuum.

Mitchell, R. K., Agle, B. R. and Wood, D. J. (1997) 'Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What really Counts', *Academy of Management Review*, 22(4), pp. 853 - 888.

Morrison, C. and Sacchetto, D. (2017) Research Ethics in an Unethical World: The Politics and Morality of Engaged Research. Available at <http://bit.ly/2F6ilnW> (Accessed 21.01.18)

De Sousa Santos, B. (2011) *Epistemologies of the South*. Paradigm Publishers.

Tinker, T. (2002) Spectres of Marx and Braverman in the twilight of postmodernist labour process research. *Work, Employment and Society*, 16(2), pp. 251–281.

VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation*, Oklahoma City: World Neighbors.

