

Tutor's Guide

"Qualitative survey methods applied to natural resource management"



This document is the complement to the student's guide, "Welcome to the training". It provides you, as the teacher, trainer, tutor, additional information and suggestions to best adapt the teaching scenario to your teaching context.

The conduct of surveys involving social science study themes poses certain epistemological and methodological difficulties:

1. at the start and during the design of the survey (construction of the problem statement);
2. in its planning and organization (choice of the method and preparation of the interview);
3. during implementation (conducting the interview);
4. when processing and interpreting data.

The lessons proposed aim to provide, through a coherent set of four modules, the conceptual foundation, methods and tools to overcome these difficulties.

TARGET AUDIENCES

Initial training:

- Level L3 sociology-anthropology students
- Master-Phd, post-doctoral students outside the sociology-anthropology programme

Continuing training:

Everyone who needs to use semi-structured interviews in a rural environment:

- Local development, territorial and biodiversity management agents
- Research scientists trained in other disciplines who are working in rural areas and wish to draw on local knowledge related to their discipline (for example, soil sciences)
- Rural development workers in developing countries
- Teachers supervising works in which semi-structured interviews are used.

Field Code Changed

PREREQUISITES

Disciplines	Level (L3/M1/M2 + beginner/intermediate/advanced)
For social sciences students	Level L3 required
For other audiences	Level M2 required in all possible disciplines

To make the most of this module, the trainee should work within a multi-disciplinary environment, and be motivated to take into account the human factors of research questions and development projects.

For those who have had no prior training in this domain, we strongly recommend undertaking the entire training cycle covering the analysis of the study commission up to the processing of survey data.

For users with some prior experience, the training can be adapted to your needs (deepening or broadening knowledge of a certain subject) as each of the four modules is autonomous.

TEACHING OBJECTIVES

The know-how of the trainee by the end of the training

Construct the problem statement (PRO): Know how to analyse a commission and move from the commission to the problem statement:

- Analyze and reformulate a study commission
- Construct a problem statement: define the research questions and response hypotheses, identify the variables to be informed
- Establish a conceptual framework that will be used throughout the survey and during the interpretation of the data
- Launch a process that promotes the rigor that is critical to a scientific approach

Choose the method and prepare the semi-structured interview (CHOI): Know how to choose, coordinate, and organize investigation methods adapted to the problem set.

- Construct hypotheses and variables
- Organize the survey methods, including surveys using semi-structured interviews
- Calibrate and choose the relevant survey unit
- Construct an interview guide.

Conduct the interview (COND): Know how to implement investigation techniques for social science questions.

- Identify the steps of an interview
- Manage setting the stage, the level of language, presentations (of oneself, the study)
- Understand the nature of the interview questions
- Build a relevant interview guide
- Adopt a professional attitude during the interview
- Take efficient notes during the interview.

Process and interpret data (DO): Know how to process the data collected and understand the principles of interpreting results:

- Improve and clean up notes
- Class data and build a corpus
- Evaluate the reliability of data
- Analyze the data using the theoretical framework chosen
- Interpret the results: principles and pitfalls to avoid.

PEDAGOGIC SCENARIO

The socio-anthropological approach followed by the designers of the training belongs to the constructivist school (Berger and Luckmann 1991), the training proposed applies the principles of this school of thought.

This training stimulates the auto-construction of knowledge by the trainees. In practice, this implies continuous reflection (the reason for the sequences organization/preparation - conducting a survey - auto-evaluation/modification) and the valorization of the trainee's experiences (exchanges between students through synchronous and asynchronous communication modes).

In the tutored training, **the lessons generally are built around the scenario that follows**, which calls for curiosity and reflection on the part of the trainee:

- Step-by-step instructions for the activity, indicating its status (required/optional) and the estimated duration
- Carrying out the activity with the help of the documents provided
- Feedback: through the corrections provided, group discussions, and/or feedback from the trainer
- Access to key summary documents
- Consultation of additional information provided.

In each module, application exercises with model answers are proposed. **These exercises can be personalized** by focusing them on the student's own survey project or one that is part of

the teacher's pedagogic scenario. In this case, the answers to the exercises will be the responsibility of the trainer or tutor.

The optimal use of this training would be to integrate it into a program of study immediately before the start of an internship, study or research period requiring the conduct of a survey on a defined topic drawing from the social sciences and their specific question sets.

The training requires the presence of a tutor for:

- the precise diagnosis of the student's needs and the definition of a personalized curriculum;
- leading group exercises;
- feedback on activities.

In the case of a personalized course, at the end of each module, the choice of which module to study next will be taken with the tutor depending on the skills that the trainee needs to reinforce.

The training also can be followed completely alone.

Teaching resources:

Each module contains course elements in the form of a text or video, examples, discussion topics, and application, self-evaluation, or synthesis exercises.

Two case studies are used throughout the four modules:

- one, situated in Mali, is used as an example to illustrate different lessons and
- the other, situated in France, is used in the exercises.

In addition to these two case studies, other concrete situations are used periodically as examples or in exercises.

Self-examination and discussion:

Each step of the way, we seek to optimize **interaction within groups and between groups and teachers** through the use of the synchronous and asynchronous communication modes that will be available (depending on the technical possibilities that are operational): for example, *debriefings* through the organization of synchronous online classes. Each trainer will use the means that s/he believes is appropriate to carry out these exchanges (live in the classroom, through online forums, chats, video conferences, etc.)

You will find in each module a file suggesting the themes and sometimes the timing of these exchange activities. File name: « NAME OF MODULE_tutor_ideas ».



Here is an example of a discussion and exchange activity that can be undertaken in the *Foreword* of the training.

Before starting the training, participants are invited to describe their first hand experience of qualitative surveys and in particular of semi-structured interviews. If they do not yet have experience in this field, they can describe what they think of this survey method, as well as the fears/hopes that it provokes.

Self-evaluation and feedback:

Special attention will be placed on the **crossed analysis of the work and performance of students**, involving three levels (the tutor being an observer/moderator):

- self-analysis by the learner,
- points of view of the group,
- constructive remarks from the tutor.

Lastly, with regard to techniques for conducting interviews, in the tutored training a role game will be proposed during which the trainee alternates between playing the role of interviewer and interviewee.

Evaluations:

The modules developed do not include grading criteria. The evaluations proposed are formative and it is up to trainers to make the link between these modules and their training programmes and to valorize them in their evaluation systems.

In each module, the formative evaluation takes place in two ways:

- The trainee carries out **auto-evaluations** proposed in the form of studying model answers or in the form of interactive questionnaires;
- The tutor evaluates the **completed assignments** and provides feedback.

Pedagogic design team

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► **Bibliography cited:**

Berger, P.L. and T. Luckmann. 1991. The social construction of reality: A treatise in the sociology of knowledge. Penguin UK.