

AND TEENAGERS!

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It's Our Future, Ask Us!!

Centring Children's Voice In Geoscience Education Research

this stuff is
fun cause it's
different than
schoolwork

CRAGs!!

Children have the right, under the United Nations Declaration on the Rights of the Child, to give meaningful input on research that concerns them¹.

AND it's something
important! ☺

That means you have to actually listen to what we say.

Children can contribute to all stages of a research project: designing research questions², data collection³, analysis⁴, and dissemination⁵.

(THIS MEANS TELLING PEOPLE
ABOUT THE RESEARCH)

It's going to be in a
published report so
we take it very
seriously.

they would work for
anyone, actually!
even adults?! ☺

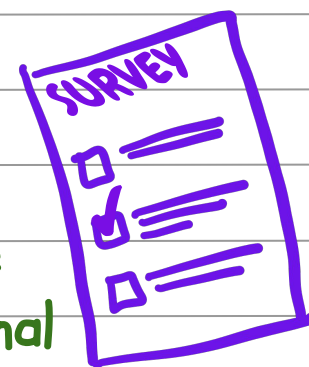
Children's Research Advisory Groups are used in an ongoing research project undertaken by Emer Emily Neenan in the School of Education, Trinity College Dublin. This project investigates Earth Science education in Irish secondary schools.

LOL IT'S A SURVEY

actually we called it a "Questionnaire" cause it
sounded more
professional
☺ haha

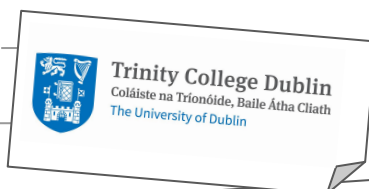
In this project, the "research instrument" was co-designed by CRAGs, composed of representative students from two participating schools. The CRAGs will be convened again to give input on the results of the survey.

we're gonna video chat!



It is especially important to give children a voice on issues relating to climate change.
Their opinions must be taken into account in education and policy.

← This!!!



#SchoolStrikeForClimate

WE WON'T BE SILENT!

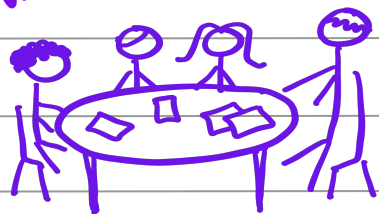


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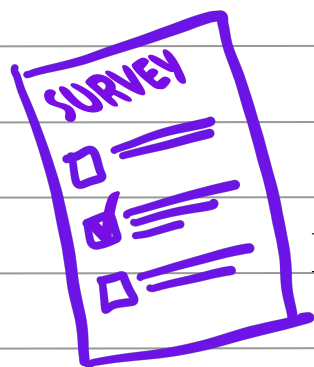
CRAGS!!



Ongoing Work

HAHA
T-T

CRAGs are being moved online, for obvious reasons! Data from the survey will be published after the students' insights have been included in the analysis. A paper on the methodology is in prep. Please get in touch if you have any questions!



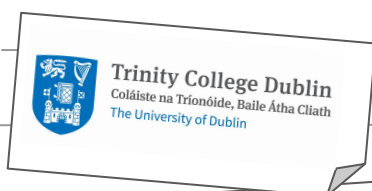
Acknowledgements

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References

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2. Kellett, M. (2004). 'Just teach us the skills please, we'll do the rest': empowering ten-year-olds as active researchers. Children & Society, 18(5), 329-343.
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4. Coad, J., & Evans, R. (2008). Reflections on practical approaches to involving children and young people in the data analysis process. Children & Society, 22(1), 41-52.
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