



Session 2: Different data types and designing a questionnaire (Stage 5 of YRN Toolkit)



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Time	Session activities	Resources
5 minutes	<p>Icebreaker/energizer</p> <p>Spend five minutes on an icebreaker, such as Guess the Machine. Divide the participants into sub-groups of 4 or 5. Ensure that each sub-group is well away from each other so they can discuss without overhearing the other. Whisper to each sub-group a the name of a machine, e.g. a blender, a windmill, a car, a washing machine. Explain that at the end of 5 minutes, each group will have to demonstrate its object, with each person acting out a part of the machinery. The rest of the participants must then guess what the machine is.</p>	

Time	Session activities	Resources
10 minutes	<p>Introduction</p> <p>Explain that the aim of this session is for participants to better understand the different types of data involved in research, and to enable them to design an effective questionnaire for their own research project.</p> <p>Quantitative and Qualitative Data</p> <p>Explain to participants that to answer their research question, and to support any recommendations they may wish to make, they will need to use a number of different data sources. Data can be either quantitative or qualitative.</p> <p>Quantitative data is information that can be measured using numbers (i.e. numerical data). It is best for producing hard facts and statistics. Questionnaires and surveys are often used to collect quantitative data.</p> <p>Qualitative data aims to provide an understanding of how and why things are as they are. It seeks in-depth, open-ended responses, not yes or no answers. Interviews and focus groups are often used to collect qualitative data.</p> <p>To check the group has understood the difference, read out the following examples of data one by one, and ask the group to say whether each is an example of a piece of quantitative or qualitative data.</p> <ul style="list-style-type: none"> ● 60% of young people in Preston have never visited a youth club ● "There isn't enough to do in the evenings round here – I often get bored" Girl, 16, Preston ● There are 800 students at Rainow Community School ● The students at Rainow Community School are responsible, civic-minded, and enthusiastic about learning 	Flipchart paper, marker pens

Time	Session activities	Resources
35 minutes	<p>Activity – designing a questionnaire</p> <p>Explain to the group that questionnaires and surveys are often used in research projects to collect quantitative data – e.g. ‘Do you think the local sports centre should offer more dance classes, yes or no?’ You can then collate answers and measure the percentage of people who think there should be more dance classes, and the percentage of people who don’t.</p> <p>However, if questionnaires include more open questions, e.g. ‘What do you think about the provision of after-school activities in Portsmouth?’ – they can be used to collect some qualitative data as well. However, for greater quality of qualitative data, it’s often most effective to use interviews and focus groups.</p> <p>Explain that it is important to design your questionnaire carefully to get the data you want.</p> <p>Hand out copies of Activity Sheet for Session 2. Read out the scenario (or ask a participant to read it out loud) and ask if there are any questions. Draw participants’ attention to the top tips at the bottom of the activity sheet: you may want to read these as a group and elaborate on or discuss each point. Then split the group into pairs or small sub-groups, and ask them to read through the activity sheet again, answer the first three questions, and then write a draft questionnaire on a piece of flipchart paper.</p>	Copies of Activity Sheet for Session 2, flipchart paper, marker pens
10 minutes	<p>Presentations and discussion</p> <p>Go through the sub-groups’ answers to the three questions on the activity sheet, and have a discussion where answers differ. Ask each pair or sub-group to present their questionnaire to the rest of the group. Ask each sub-group what they found most difficult about writing the questionnaire, and what they’ll bear in mind when writing one for their own research project. You may also want to ask the rest of the group to comment on each sub-group’s draft.</p>	

Time	Session activities	Resources
	<p>Next steps</p> <p>You can use the activity sheet and questions to help the group create a questionnaire for their own project. Stage 5 provides more background on different types of data and designing a research project.</p> <p>If your group decides to use an online survey, see http://help.surveymonkey.com/app/answers/detail/a_id/134 for more tips on how to write a good questionnaire, get a good response rate, etc.</p>	

ACTIVITY SHEET FOR SESSION 2: Designing a questionnaire

Scenario: Your local community cafe has asked you to find out why few young people go to it, and what it can change to attract more young people (primarily under 18s). Your hypothesis is that young people don't go to the cafe for two main reasons: firstly because it's open at the wrong times, and secondly that the range of food and drink it has on sale isn't very appealing to young people. Design a questionnaire that will enable you to collect some quantitative data that will prove or disprove your hypothesis. Begin by answering the following questions:

- 1) What data do you need to collect?
- 2) Who do you need to survey?
- 3) What's the best way to find/survey this group of people? (I.e. will your survey be online, in person, over the phone, etc.?) When deciding this, think about how you could advertise your survey and persuade people to complete it.

Bearing in mind your answers to the above questions, have a go at designing your questionnaire. Some top tips to bear in mind:

- Keep it short! Long surveys can put people off, or people might get bored halfway through and not finish answering all the questions
- Avoid asking for too much personal information – only ask for personal information that is relevant
- Make sure your questions are clear and unambiguous, and that they don't use jargon or acronyms that respondents might not understand. Check them by asking family and friends to complete a draft survey.
- Check that all your questions are related to your hypothesis – don't include irrelevant questions
- Avoid 'leading questions' that encourage your respondents to give a particular response. For example, 'We recently renovated the Nuneaton Youth Club building to be welcoming, colourful and comfortable. Do you like the great new renovation?' leads respondents to give a particular response, which will make your data unreliable.



About the National Youth Agency

The National Youth Agency works in partnership with a wide range of public, private and voluntary sector organisations to support and improve services for young people. Our particular focus is on youth work and we believe strongly that by investing in young people's personal and social development, young people are better able to live more active and fulfilling lives.

Working with young people, we advocate for more youth-friendly services and policies. We have four themes:

- Developing quality standards in work with young people
- Supporting services for young people
- Developing the youth workforce
- Promoting positive public perceptions of young people.

We deliver our work through training and consultancy, campaigning, publishing and online communications. Through our activities we want to ensure that young people have a strong voice and positive influence in our society.

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