Practicing what we preach: Bringing participatory approaches and tools into classrooms

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Objectives of the workshop

• Provide an overview of some of the participatory teaching tools that can be used with students;

• Experience tools and reflect upon the related participatory process;

• Identify challenges and opportunities for fostering students’ participation inside and outside of the classroom space.
What is participation and why using it for disaster risk reduction?

Participation: ‘a family of approaches and methods to enable people to share, enhance, and analyse their knowledge of life and conditions, to plan and to act’ (Chambers, 1994: 953).

- Recognizes the validity of local knowledge and that local people have the ability and legitimacy to carry out their own analysis.

- Alternative to top-down and extractive approaches where people are passive.

- Lead to empowerment, contribute to changes and generate sustainable solutions.
## Typology of participatory tools (modified from Chambers, 1997)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Objectives</th>
<th>Examples of participatory tools</th>
</tr>
</thead>
</table>
| Spatial       | - Mapping
- Profiling          | - Mapping
- 3D modelling                                          |
|               |                             | - Transect walk                                          |
| Temporal      | - Sequencing                | - Timeline
- Calendar                                                 |
|               |                             | - Daily schedule
- Genealogical chart                                        |
| Nominal       | - Collecting
- Naming
- Listing            | - List
- Matrix                                                   |
|               |                             | - Census
- Survey                                                   |
| Ordinal       | - Sorting
- Comparing
- Ranking          | - Ranking
- Pair wise ranking                                         |
|               |                             | - Matrix ranking
- Field force diagram                                        |
| Numerical     | - Counting
- Estimating
- Scoring            | - Counting
- Scoring                                                   |
|               |                             | - Proportional piling                                    |
| Relational    | - Linking
- Relating            | - Impact diagram
- Problem/solution tree                                     |
|               |                             | - Venn diagram
- Network diagram                                             |
| Reflective    | - Reflecting
- Analysing
- Comparing         | - Johari window
- Community drama                                            |
|               |                             | - Image / mirror
- SNOC matrix                                                  |
| Advocative    | - Documenting
- Lobbying            | - Photography
- Video                                                      |
|               |                             | - Music / song
- Music video                                                  |
Participation in classrooms: some examples

• One word activity

• Problem tree

• SNOC (Strengths, Needs, Opportunities, Challenges)
Participation in classrooms: reflecting upon outcomes and process

- Why using participatory tools for teaching and learning?
- How can we foster participation in classrooms?
- Which barriers and challenge do we face?

The carousel
The carousels

• Step 1: two carousels with different processes: why / how / challenges – 1 group inside and 1 group outside

• Step 2:
  - Group inside: scoring / ranking with sticky dots
  - Group outside: proportional piling with lollies
Conclusion
The end...

Many thanks!