

The first spiral of the case studies

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1. CASE STUDIES' GUIDELINES

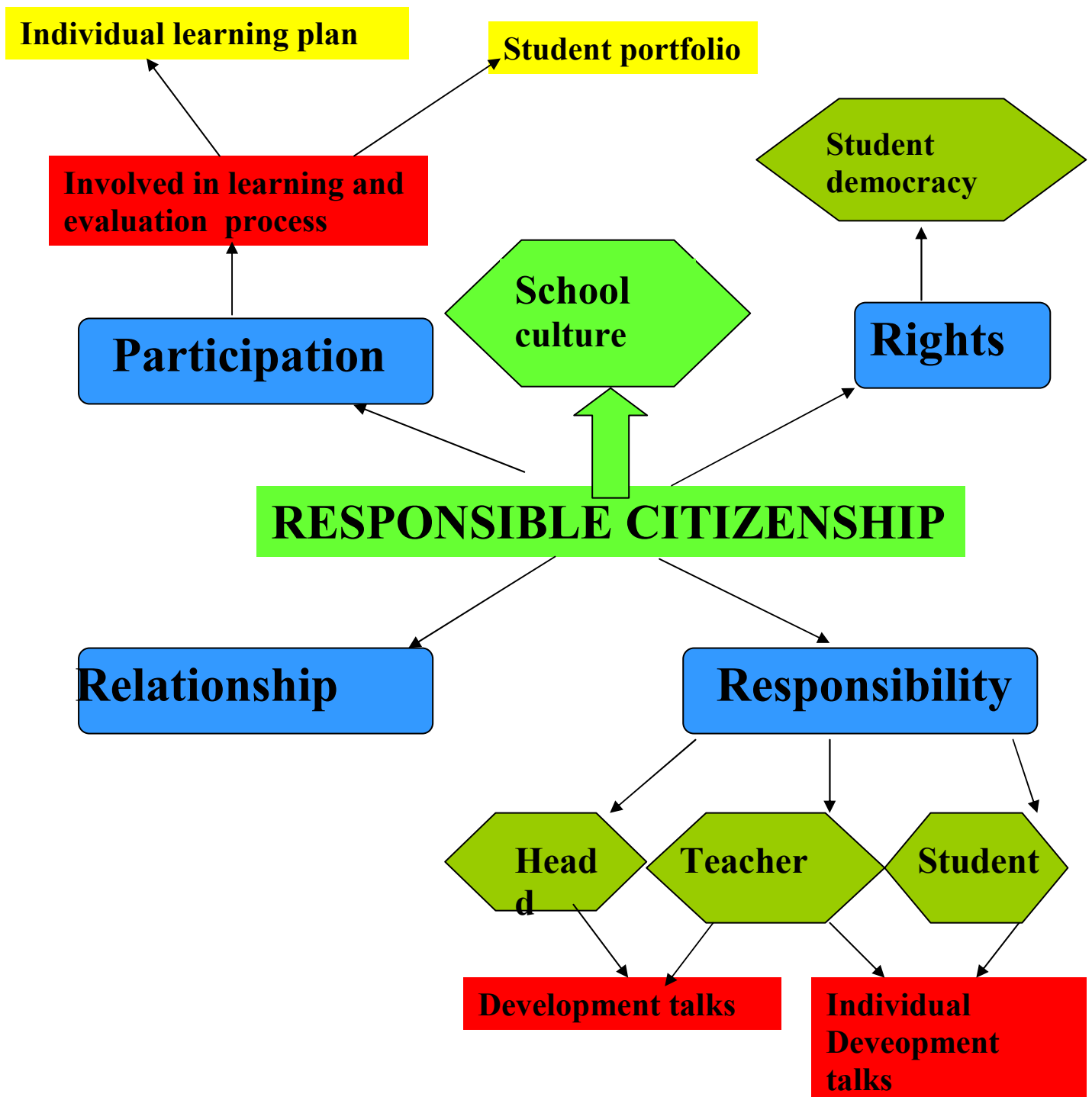
NUMBER OF SCHOOLS

A minimum of 2 schools for partner (one school for CZ) is foreseen for the first year: The same schools will be studied in the second year.

SELECTION OF SCHOOLS

"Good" schools, schools which are expected to be working on citizenship issues in interesting ways.

CONCEPTUAL FRAMEWORK (by Andreas)



THE PERSPECTIVE OF THE INVESTIGATION

Discovering and describing ways to deal with the issues related to citizenship from various perspectives grasping the meanings of the experience, how it occurs and how it is perceived by the actors to gather and insight into schools and teachers' needs and potential with respect to citizenship' issues.

DATA COLLECTION: WHAT AND HOW

Data's quality is a priority because this is the a central phase of the case studies process which will lead us to a further data collection and the final report on the case studies next year.

An array of instruments is mentioned below. Partners should feel free to design their own strategy of data collection, selecting the appropriate set of instruments for their contexts for each case study.

| <i>WHAT</i> | <i>HOW</i> | <i>HOW MANY</i> |
|--|---|---|
| <i>SCHOOL DOCUMENTS</i> | <i>Analysis</i> | <i>To specify according to the partners</i> |
| <i>PRACTICES</i> | <i>Observations</i> | |
| <i>PERCEPTION OF ACTORS:</i> <ul style="list-style-type: none"> ○ <i>pupils</i> ○ <i>teachers</i> ○ <i>heads</i> ○ <i>support staff</i> | <i>Focus groups</i> <i>Questionnaires</i> <i>Focus groups</i> <i>Interviews</i> <i>Written open questions</i> <i>Interviews</i> <i>Written open questions</i> <i>Interviews</i> <i>Written open questions</i> | |
| <i>SPECIAL INITIATIVES</i> | <i>Documents</i> <i>and</i> <i>Performances</i> | |

3. EXPECTED OUTCOMES FOR KARMOY MEETING

A GOOD DATA COLLECTION

All the instruments (interviews, questionnaires, open written questions) should be described in a methodological introduction. Evidence should be kept of data collection in original language(interviews, figures, etc)

INTERMEDIATE REPORT(in English)

The expected report is a synthesis of the work undertaken which will follow the conceptual framework pointing out the perspective adopted (topic prioritized):

- introduction: description of the school, instruments, activities, methodological issues, all grids...
- Participation (main observation)
- Right (main observation)
- Relationship(main observation)
- Responsibility (main observation)

See annexes outlines for observation, interviews, focus groups, open written interviews and questionnaires

3. ANNEXES

OUTLINE OF RELATIONSHIP ISSUE INVESTIGATION

The outline suggests same items to investigate effectively the key issue of **“RELATIONSHIP”**.

Data can be collected by external and participating observation, interviews, focus groups, open written interviews and questionnaires, according to the different contexts.

- ***student-teacher relationship***
- ***collaboration between teachers;***
- ***relationship between head and teachers***
- ***relationship with parents***
- ***relationship with the social environment, school network***
- ***styles of communication (towards pupils), critical situation (evaluations, mistakes, conflicts)***
- ***classroom strategies to foster autonomy and co-operation: challenges, instruments, methods***
- ***building the classroom as social and learning group***
- ***behavioural problems of pupils***
- ***equal esteem: interpersonal relationship***

A narrative “soft” approach is recommended aimed at eliciting short stories from real experiences of the interviewees.

External and participating observation can lead to a thick description of contexts and facts

OUTLINE OF PARTICIPATION ISSUE INVESTIGATION

The outline suggests some items to investigate effectively the key issue of **“PARTICIPATION”**.

Data can be collected by external and participating observation, interviews, focus groups, open written interviews and questionnaires, according to the different contexts.

- ***sense of membership/identity (relational climate of the school to develop esteem of others and to be esteemed)***
- ***shared respect***
- ***building the group: inclusion/exclusion, encouragement of collaboration***
- ***open climate for expressing one’s views and discussion in lessons, meetings; formal and informal***
- ***decision making councils/bodies : rates of participation, effectiveness, ways, instruments, projects***
- ***style of leadership, communication***
- ***tasks negotiated with the staff formal and non-formal negotiations***
- ***learning and teaching strategies***

A narrative “soft” approach is recommended aimed at eliciting short stories from real experiences of the interviewees.

External and participating observation can lead to a thick description of contexts and facts.

OUTLINE OF RIGHTS ISSUE INVESTIGATION

The outline suggests some items to investigate effectively the key issue of “**RIGHTS**”. Data can be collected by the analysis of school documents, according to the different contexts.

- *behavioural and disciplinary rules*
- *behavioural problems of pupils (bullying)*
- *school norms and rules*
- *rules and regulations: contexts, communication of rules*
- *portfolio: document that makes a profile of the single pupil and states the teaching/learning strategies for her/his instructive and formative development*
- *respect of rules: strictness, flexibility, penalties, remarks*

A narrative “soft” approach is recommended aimed at eliciting short stories from real experiences of the interviewees.

External and participating observation can lead to a thick description of contexts and facts.

OUTLINE OF RESPONSIBILITY ISSUE INVESTIGATION

The outline suggests some items to investigate effectively the key issue of **“RESPONSIBILITY”**.

Data can be collected by external and participating observation, interviews, focus groups, open written interviews and questionnaires, according to the different contexts.

- *attention and care paid to individual special needs*
- *accountability to parents and municipalities*
- *attention paid to topics like respect for the environment, peace, welfare and citizenship*
- *attention paid to different national/multiculturalities*
- *evaluation and self evaluation*
- *professional development*

A narrative “soft” approach is recommended aimed at eliciting short stories from real experiences of the interviewees.

External and participating observation can lead to a thick description of contexts and facts.

